

2016 School Advance District Leadership Summative Rubric

1. Results Number of Indicators: 4

Dimension Description:

1.1. Indicator

Student Achievement: Based on student growth on academic measures

Highly Effective	Exceeds the established goal(s) for the percentage of district students who meet student achievement targets* on specified measures**; and/or
Effective	Meets established goal(s) for the percentage of district students who meet student achievement targets* on specified measures**; and/or
Minimally Effective	Shows improvement in the percentage of district students who meet established student achievement targets* on specified measures**; and/or
Ineffective	-

1. Indicator Notes:

*This approach allows the district to establish student achievement targets for the district and each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Where possible, School ADvance recommends that student achievement targets be set around individual student growth using a robust statistical algorithm that accounts for variability in student and other factors. This may require technical assistance through a qualified statistician or the purchase of data analysis services through a qualified source. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local measures will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

1. Results Number of Indicators: 4

Dimension Description:

<p>1.2. Indicator Teacher Performance: Based on student growth targets</p>	<p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p>	<p>Exceeds the established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified measures**; and/or</p> <p>Meets established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified measures**; and/or</p> <p>Shows improvement in the percentage of district teachers whose students meet established student achievement targets* on specified measures**; and/or</p> <p>-</p>
<p>2. Indicator Notes: **This approach allows the district to establish and specify what national, state, and local measures will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.</p>		
<p>1.3. Indicator Achievement Gap Reduction/Elimination: Based on meeting targets for achievement gap reduction</p>	<p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p>	<p>Exceeds established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or</p> <p>Meets established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or</p> <p>Shows improvement in reducing the size of identified achievement gaps for sub-groups of students on specified measures**; and/or</p> <p>-</p>
<p>3. Indicator Notes: **This approach allows the district to establish and specify what national, state, and local measures will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.</p>		
<p>1.4. Indicator Overall Progress on District School Improvement Plan: Based on school improvement targets</p>	<p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p>	<p>Exceeds established annual school process and program improvement targets based on the district's school improvement plan***</p> <p>Meets established annual school process and program improvement targets based on the district's school improvement plan***</p> <p>Shows improvement on identified district process and program improvement targets based on the district's school improvement plan***</p> <p>-</p>

1. Results

Number of Indicators: 4

Dimension Description:

4. Indicator Notes:

***This approach allows the district to establish both student and school level process/program improvement targets based on the district's school improvement plan. This approach also allows the district to use a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the district's improvement plan

2. Leadership

Number of Indicators: 8

Dimension Description:

2.A1. Indicator Factor A: Vision for Learning and Achievement Characteristic 1: Mission and Vision	Highly Effective	And assists all stakeholders in maintaining focus, commitment, and consistent monitoring to achieve the shared and informed vision of success for all students
	Effective	And, engages stakeholders for shared commitment and responsibility to achieving a shared and informed vision of success for all students
	Minimally Effective	Maintains and communicates an informed vision of success for all students
	Ineffective	-
2.A2. Indicator Factor A: Vision for Learning and Achievement: Characteristic 2: Goals and Expectations	Highly Effective	And works with parents and other community stakeholders to establish and monitor progress on shared goals and high performance expectations in service of the district mission and vision for student success
	Effective	And works with the board, administration, and staff to establish and monitor shared goals and high performance expectations in service of the district mission and vision for student success
	Minimally Effective	Establishes, stays focused on, and monitors own performance related to clearly articulated goals and expectations of success for all students
	Ineffective	-
2.B1. Indicator Factor B: Culture Characteristic 1 :Values, Beliefs: Principles, and Diversity	Highly Effective	And works with district leaders, staff, students, parents, and the community to develop shared district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others
	Effective	And assists the board in establishing district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others
	Minimally Effective	Holds, communicates, and acts in accordance with values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others
	Ineffective	-
2.B2. Indicator Factor B: Culture Characteristic 2 :Language, Traditions, Celebrations, and Stories	Highly Effective	And works with the board, administration and staff to engage and enlist students, parents and the community in celebrating the district and community's shared history, traditions, accomplishments, and future aspirations.
	Effective	And works with the board, administration, staff and students to develop shared language, traditions, and stories that communicate and celebrate the mission and vision of the district
	Minimally Effective	Uses a variety of means to celebrate, communicate, and build upon the history, traditions, mission, and vision of the district
	Ineffective	-

2. Leadership

Number of Indicators: 8

Dimension Description:

2.C1. Indicator		
Factor C: Leadership Behavior:	Highly Effective	And works with the board, administration and staff to use multiple sources of evidence to establish priorities among research supported practices to inform the work of the district and establish district and school level goals
Characteristic 1: Informed and Current	Effective	And guides the board, administration, and staff to stay informed on evidence based practices to support the work of the district and establish district and school goals
	Minimally Effective	Takes personal responsibility to stay informed on evidence based practices to support his/her personal leadership and the work of the district
	Ineffective	-
2.C2. Indicator		
Factor C: Leadership Behavior:	Highly Effective	And works with the board to develop and remain focused and persistent in achieving a systemic plan that increases compatibility and sustainability of district priorities and strategies
Characteristic 2: Strategic and Systemic	Effective	And works with administration and staff to establish and maintain focus on both short/long term priorities and systemic strategies that align with school and district goals
	Minimally Effective	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the district
	Ineffective	-
2.C3. Indicator		
Factor C: Leadership Behavior:	Highly Effective	And works with the board, administration, staff, students and parents to establish district policies, practices, and culture that support fair, legal, and ethical conduct
Characteristic 3: Fair, Legal, Honest, and Ethical	Effective	And assists the board in holding district personnel accountable for fair, legal, and ethical conduct
	Minimally Effective	Conducts his/her work in a fair, legal, and ethical (i.e. professional) manner
	Ineffective	-
2.C4. Indicator		
Factor C: Leadership Behavior:	Highly Effective	And works with the board to recognize and reward habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency
Characteristic 4: Adaptive and Resilient	Effective	And models and sets expectations for administration and staff to use habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency
	Minimally Effective	Maintains effective personal work habits and adopts new skills and practices as needed to be effective in his/her work
	Ineffective	-

3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.A1. Indicator Factor A: High Quality and Reliability Instructional Program: Characteristic 1: Guaranteed and Viable Curriculum	Highly Effective	And works with building leaders to ensure that the district curricular and extra-curricular programs are appropriate for the student population and understood by all students and parents
	Effective	And ensures that the district curriculum aligns with state and national standards and is appropriate for all district students
	Minimally Effective	Ensures that staff understand and use the district curriculum consistently and appropriately to plan and deliver instruction
	Ineffective	-
3.A2. Indicator Factor A: High Quality and Reliability Instructional Program: Characteristic 2: Research Based and Differentiated Instruction	Highly Effective	And establishes reliable processes for teachers to regular monitor, evaluate, adapt, and improve instructional strategies to meet the needs of all students
	Effective	And works with district leaders to establish expectations and support for differentiated instruction and intervention using evidence-based strategies to meet the needs of all students
	Minimally Effective	Establishes processes for teachers and administrators to identify and apply evidence-based instructional practices
	Ineffective	-
3.A3. Indicator Factor A: High Quality and Reliability Instructional Program: Characteristic 3: Standards Based Assessment and Feedback	Highly Effective	And establishes a fully coordinated and comprehensive district assessment and feedback system that guides teachers and administrators in using assessment results to improve student learning
	Effective	Ensures that teachers and administrators use effective assessment and feedback practices to improve student learning
	Minimally Effective	Develops the knowledge and skill of teachers and administrators in applying effective assessment and feedback practices
	Ineffective	-
3.A4. Indicator Factor A: High Quality and Reliability Instructional Program: Characteristic 4 :Technology to Expand Learning Opportunity	Highly Effective	And provides advocacy and opportunity for administrators, staff, and students to pursue and implement innovative uses of technology to achieve district goals
	Effective	And works with administration and staff to ensure that the plan reflects best practices for expanding and enhancing learning access and opportunity for students
	Minimally Effective	Ensures that the district develops and maintains a technology plan that addresses technology for teaching, learning, and school operations
	Ineffective	-

3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.B1. Indicator

Factor B: Safe, Effective, Highly
Efficient School Operations:

Characteristic 1: Policies
and Laws

Highly
Effective

And works with the board and district leaders to align and monitor district policies, regulations and procedures with the district mission, vision, and goals as well as state and federal laws and contractual agreement

Effective

And works with district leaders to inform and hold district personnel accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies

Minimally
Effective

Maintains current knowledge of and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies

Ineffective

-

3.B2. Indicator

Factor B: Safe, Effective, Highly
Efficient School Operations:

Characteristic 2: Systems,
Processes, and Programs

Highly
Effective

And works with district leaders, staff, and stakeholders to update and adapt district programs, services, policies, processes and procedures as needed to support the district's mission, vision, and goals and remain consistent with current laws

Effective

And works with district leaders to maintain and improve systems alignment and solicit stakeholder feedback on the effectiveness of district and school programs, services, policies, processes, and procedures

Minimally
Effective

Trains district leaders and monitors adherence to state, federal, and district laws, policies, and program requirements

Ineffective

-

3.B3. Indicator

Factor B: Safe, Effective, Highly
Efficient School Operations:

Characteristic 3: Fiscal
and Material Resource
Management

Highly
Effective

And works with the board to establish fiscal and resource management goals that support the district mission and vision, maintain transparency with all stakeholders, establish update and replacement systems for hard assets, and seek out/secure new resources

Effective

And works with the board and administration to establish policies and procedures for fiscal and resource management that include processes for multiple year tracking, alignment and realignment, communication, and future projections

Minimally
Effective

Maintains district-wide adherence to established fiscal and resource management policies, systems, and processes, and procedures

Ineffective

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3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.B4. Indicator Factor B: Safe, Effective, Efficient School Operations: Characteristic 4: Human Resource Management	Highly Effective	And works with the board and administration to evaluate and improve district hiring and employment practices and align district roles and responsibilities to achieve the district's mission, vision, and goals
	Effective	And works with the board and administration to provide training to district personnel regarding effective, hiring, assignment, promotion, discipline, dismissal, and performance evaluation policies, practices, and procedures
	Minimally Effective	Works with the board and district administration to align and follow district personnel practices with state/federal laws, district policies, job descriptions, employment policies, and contracts
	Ineffective	-
3.B5. Indicator Factor B: Safe, Effective, Efficient School Operations: Characteristic 5: Non-instructional Technology	Highly Effective	And establishes processes for testing and evaluating innovative ideas and funding for improved operations and communications technologies
	Effective	And establishes a regular cycle for evaluating non-instructional technology resources, examining new options for improved operations and communications, and refining web-based and telecommunications resources
	Minimally Effective	Establishes a district technology plan with goals and strategies for operations and communications and ensures that the district maintain up-to-date communications through web sites and telecommunications tools
	Ineffective	-

4. Processes

Number of Indicators: 8

Dimension Description:

4.A1. Indicator Factor A: Community Building: Characteristic 1: Board Relations	Highly Effective	And works with the board to enhance relationships and communications with internal and external stakeholders, refine board routines and processes, and improve levels of engagement with internal and external stakeholders to achieve the district's mission, vision, and goals
	Effective	And assists the board to enhance internal board relations, monitor progress in achieving the district mission, vision, and goals, and follow effective board routines and procedures, and work effectively with internal and external stakeholders to achieve district goals
	Minimally Effective	Works to build positive relationship with the board, establish the district mission, vision, and goals, conduct effective board routines, and engage internal and external stakeholders
	Ineffective	-
4.A2. Indicator Factor A: Community Building: Characteristic 2: Leadership Team Relations	Highly Effective	And works with the leadership team to systematically evaluate and refine leadership team operations for working and communicating with internal and external stakeholders and carrying out the district mission, vision, and goals
	Effective	And works with district leaders to build effective leadership team relations and operations in service of the district mission, vision, goals, and both internal and external stakeholders
	Minimally Effective	Works with district leaders to build productive relationships and follow established processes and administrative work routines to carry out the district mission, vision, and goals and engage internal and external stakeholders
	Ineffective	-
4.A3. Indicator Factor A: Community Building: Characteristic 3: Internal and External Stakeholder Relations	Highly Effective	And establishes systems to collect and interpret feedback and community data, inform the board and community of district issues and concerns, mobilize parent and community involvement, and establish community partnerships to establish and achieve district goals and better serving students
	Effective	And is highly visible in both the schools and the community, encourages parent and community involvement in the schools, and solicits student, parent, and community feedback to inform the work of the district
	Minimally Effective	Demonstrates current knowledge about the district and community and maintains open, responsive, and respectful interactions with parents, students, and the community
	Ineffective	-

4. Processes Number of Indicators: 8

Dimension Description:

<p>4.A4. Indicator Factor A: Community Building: Characteristic 4: Communications and Media Relations</p>	<p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p>	<p>And works with the board and administration to establish a regular system of two-way communications with parents and the community, involve parents in their child’s education, and work with the media for ongoing and special or crisis situations</p> <p>And works with the board and administration to build a multi-faceted communications plan to keep both internal and external stakeholders informed, involved, and knowledgeable about the district and the schools</p> <p>Communicates regularly with internal and external stakeholders and the media on student achievement, ways to be involved, and other areas of public concern</p> <p>-</p>
<p>4.B1. Indicator Factor B: School and District Improvement: Characteristic 1: Collaborative Inquiry</p>	<p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p>	<p>And trains district leaders to challenge assumptions, raise questions and conduct collaborative inquiry and data analysis processes that lead to creating SMART Goals, Action Research and other team processes designed to establish, carry out and evaluate improvement strategies</p> <p>And works with district leaders and staff to challenge assumptions, raise questions, and develop and train personnel on analytical team processes for examining district data and establishing improvement goals</p> <p>Establishes and participates in leadership and staff teams that examine student results</p> <p>-</p>
<p>4.B2. Indicator Factor B: School and District Improvement: Characteristic 2: Systematic Use of Multiple Data Sources</p>	<p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p>	<p>And develops data experts to assist the board, district leaders and staff with achieving deeper understanding of program, student, and personnel performance data, and using data more effectively in developing improvement goals and strategies</p> <p>And works with the board, district leaders, and staff to establish personal, program, school, and district performance improvement targets and identify success indicators, progress benchmarks, and trends using student background, school process, and student achievement</p> <p>Works with the board, district leaders, and staff to use multiple forms of data to identify district, school, program, and personal performance improvement targets, select strategies, and monitor progress</p> <p>-</p>

4. Processes

Number of Indicators: 8

Dimension Description:

4.B3. Indicator

Factor B: School and District Improvement: Characteristic 3: Data Systems

Highly Effective

And provides training and support for teachers to learn, use, and provide evaluation feedback on district assessment and data systems and use the data systems to develop classroom and individual student learning profiles

Effective

And provides training and support for district leaders to learn, use, and provide evaluation feedback on district data systems for student assessment school improvement, progress monitoring, personnel evaluation, and results reporting

Minimally Effective

Is knowledgeable about and sets clear expectations for district personnel to use the district's data collection, storage, security, retrieval, and analysis systems to monitor student progress and program quality

Ineffective

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4.B4. Indicator

Factor B: School and District Improvement: Characteristic 4: Aligned Improvement, Monitoring, and Reporting

Highly Effective

And works with the board, district leaders, and staff to ensure that all district planning and improvement processes are well aligned, yield compatible improvement plans, and are supported by district data, monitoring, and reporting systems

Effective

And works with the board, district leaders, and staff to provide training for and opportunities to evaluate the district school improvement, monitoring, and reporting processes and procedures

Minimally Effective

Works with the board, district leaders, and staff to understand and follow the district school improvement, monitoring, and reporting processes and procedures

Ineffective

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5. Capacity Building

Number of Indicators: 6

Dimension Description:

5.A1. Indicator		
Factor A: Human Development:	Highly Effective	And establishes, evaluates, and participates in a district professional learning system aligned with standards for professional learning and the district induction, mentoring, and coaching and personnel evaluation systems
Characteristic 1: Professional Learning	Effective	And establishes processes for self and others to inform personal growth plans with data and research, work together to shape a professional learning culture, and develop an induction, mentoring and coaching program for administrators and teachers
	Minimally Effective	Develops a personal growth plan and ensures that district leaders and staff create their own personal growth plans in accordance with the district performance evaluation and professional learning systems
	Ineffective	-
5.A2. Indicator		
Factor A: Human Development:	Highly Effective	And empowers emerging and established leaders, recognizes and supports their work, and celebrates their contributions
Characteristic 2: Leadership Development	Effective	And provides meaningful leadership roles for staff, students, parents and community members, training to develop leaders, and mentoring and coaching to support leaders
	Minimally Effective	Works with the board and district leaders to involve staff in school decision making processes and develop staff, student, and parent leaders
	Ineffective	-
5.A3. Indicator		
Factor A: Human Development:	Highly Effective	And empowers district leaders, staff and others to test, evaluate, and disseminate innovative and adaptive ideas that help achieve district goals and works with the board to recognize and reward those contributions
Characteristic 3: Adaptation and Innovation	Effective	And creates opportunities for district personnel, students, parents and community members to explore outside resources for innovative and adaptive ideas
	Minimally Effective	Seeks out, encourages, and recognizes adaptive and innovative ideas from district leaders, staff, students, parents, community members, and outside sources
	Ineffective	-

5. Capacity Building

Number of Indicators: 6

Dimension Description:

5.A4. Indicator Factor A: Human Development: Characteristic 4: Performance Evaluation	Highly Effective	And works with the board, district leaders and staff to monitor and evaluate the district evaluation system, including evidenced based performance portfolios, supervisor and peer observations, conferencing, mentoring and coaching, and team based performance improvement
	Effective	And works with the board and district leaders to align staff, principal, and central office evaluation processes with state requirements and research based practices and provide training and coaching to all district personnel on the district performance evaluation system
	Minimally Effective	Ensures that district personnel understand and follow all state laws and district personnel evaluation processes and procedures including the conduct of observations and feedback and development of personal growth or individual development plans (IDP)
	Ineffective	-
5.B1. Indicator Factor B: Contextual and Political: Characteristic 1: Contextual and Political Awareness	Highly Effective	And informs the board and community leaders on pertinent information regarding the community, State and federal laws and guidelines, legislative matters, and opportunities for advocacy with State and federal legislators
	Effective	And keeps district leaders and staff informed on pertinent information regarding the community, State and federal laws and guidelines, legislative matters, and opportunities for advocacy with State and federal legislators
	Minimally Effective	Maintains and uses current knowledge about the community, State and federal education laws, pending legislation, Michigan Department of Education regulations, and local State and federal legislators
5.B2. Indicator Factor B: Contextual and Political: Characteristic 2: Education and Advocacy	Highly Effective	And assists the board in advocating their positions to community leaders, state and federal legislators, and government officials and in educating their public on issues of critical concern for students
	Effective	And assists the board in communicating and explaining positions on education issues to internal and external stakeholders and legislators
	Minimally Effective	Assists the board in examining education issues, establishing positions that advocate for the best interests of students, and communicating those positions to legislators
	Ineffective	-

