

Clear and Shared Focus

Circle the level that most clearly matches your perceptions of the district’s current status in each of the subcategories.

Initial Stages	Development	Partial Implementation	System-wide Coherence
1. Board policies related to district focus on student learning are absent, outdated and/or unknown.	1. Board policies are scheduled for revision to reflect focus and vision on student learning.	1. Board policies are developed with specific plans for dissemination, clarification and training that includes traditionally underserved populations; e.g., ELL, special education, racial/ethnic minorities and low socio-economic status (SES).	1. Board policies articulate focus on equity in student learning that includes traditionally underserved populations (e.g., ELL, special education, racial/ethnic minorities and low SES, with specific plans for implementation at classroom and individual student levels).
2. There is no strategic plan or plan is not linked to values and/or focuses primarily on facilities, maintenance and budget.	2. Stakeholders are engaged in formulating shared values, vision and focus.	2. Intentional plans communicate and clarify shared vision and expectations (e.g., “looks like,” “sounds like,” and “leads to”).	2. District communicates clear and shared vision of desired results and changes expected through multi-year plans.
3. District and school plans don’t include goals focused on improving student achievement.	3. District and schools analyze data to identify priority areas for instructional strategies; goals may or may not encompass these strategies.	3. Data and research-based strategies are identified for school and district attention; goals reflect the needs that led to these strategies.	3. District strategic plan and school improvement plans are data driven and include clear and meaningful goals related to training and accountability for results in student learning.
4. Staff members do not know/share district focus or district vision of instruction and learning.	4. Staff members are aware of focus and vision of instruction and learning, but don’t systematically apply to own work.	4. Staff members begin to implement district vision of instruction and learning.	4. All staff members affirm the district’s focus of work, and consistently articulate and implement district visions of powerful teaching and learning.
5. Hiring and induction processes do not reflect focus, values or vision.	5. There is a commitment to focus/vision as a final step in staff selection.	5. Induction and professional development include clarification of focus, values and how staff members contribute.	5. Hiring and induction/mentoring processes affirm and build commitment to focus and vision.
6. Central office administrative practices are not impacted by school reform.	6. Central office administrators express support of school reform but changing actions and behaviors are limited.	6. Central office administrators express support of school reform. Actions and behaviors to support school reform are fragmented and uncoordinated.	6. A high commitment to the support of school reform is demonstrated by the central office through aligned behaviors and systemic, well coordinated actions.

High Standards and Expectations for All Students

Circle the level that most clearly matches your perceptions of the district’s current status in each of the subcategories.

Initial Stages	Development	Partial Implementation	System-wide Coherence
1. Staff demonstrates belief that some students can learn.	1. Staff demonstrates belief that all students can learn if conditions are right.	1. District supports and teachers believe that they can teach all students to learn to high standards.	1. Everyone in the district demonstrates the belief in and takes responsibility for all students learning to high standards, effectively closing achievement gaps among groups of students.
2. All students receive similar instruction and curriculum based on a single text book.	2. Staff recognizes the need to provide challenging content for all students; they also understand the need to provide additional support for students to learn that content.	2. Professional development supports staff in developing challenging content and trains them in skills and strategies to support students in learning that content.	2. All students engage in challenging, relevant and rigorous content and receive support to succeed in learning that content. Counselors and teachers encourage students to participate in rigorous course work.
3. Teaching is isolated and/or textbook dependent; little attention is paid to classroom practice.	3. Attributes of powerful teaching and of learning are identified; expectations of instruction that engages students are communicated.	3. A variety of appropriate strategies to ensure learning are identified and used; standards for classroom practice are implemented.	3. Effective instruction using research-based strategies is implemented system-wide to advance learning of all students.
4. Any level of student work is accepted; grading is based on factors such as attendance, effort and completion, as compared to quality of student work.	4. Definitions of quality student work are developed; grading continues to reflect factors such as attendance, effort and completion.	4. Clear standards for quality work are consistently applied.	4. Quality work is observable across grade levels and content.
5. Little attention is paid to use of data to monitor teaching and learning.	5. District supports use of data focused on learning and classroom practices to inform instruction.	5. Training is provided to staff on using disaggregated data on learning and teaching to inform classroom practice.	5. Staff district-wide use disaggregated data to inform instruction and to assess teaching and learning.

Effective Leadership

Circle the level that most clearly matches your perceptions of the district’s current status in each of the subcategories.

Initial Stages	Development	Partial Implementation	System-wide Coherence
1. District leaders have limited involvement in the improvement of instruction.	1. District leaders begin to build their knowledge base regarding improvement of instruction.	1. District leaders understand strategies for improvement of instruction and recognize their role in student achievement.	1. District leaders are involved in improvement of instruction, are highly visible in schools and educate and engage the school board on powerful instruction.
2. Instructional leadership is not distributed between district and building administrators, and roles are not defined.	2. District leaders investigate how leadership roles are defined and distributed for instructional improvement.	2. District leaders begin to distribute leadership among staff for instructional improvement.	2. Leadership is distributed among the superintendent, central office administrators, principals and teacher leaders.
3. District leaders access data on a limited basis to improve student learning including traditionally under-served populations.	3. District leaders begin to analyze data to make decisions regarding student learning including traditionally under-served populations.	3. District leaders are knowledgeable regarding data analysis and recognize the value of a data-based inquiry process.	3. District leaders are knowledgeable regarding data analysis and establish and implement a data-based process to guide inquiry into district-wide organization and performance.
4. District leaders have limited understanding of external requirements and rarely access available resources to support improvement efforts.	4. District leaders begin to develop an understanding of external requirements and may have knowledge of available resources to support focused improvement.	4. District leaders understand external requirements and seek additional resources to support focused improvement.	4. District leaders strategically refer to external requirements (e.g. NCLB) and access expert staff and other resources to support focused improvement efforts and closing achievement gaps.

High Levels of Communication and Collaboration

Circle the level that most clearly matches your perceptions of the district's current status in each of the subcategories.

Initial Stages	Development	Partial Implementation	System-wide Coherence
1. Professional development is district mandated ("top-down") without stakeholder involvement; staff act in isolation with little opportunity to collaborate.	1. District seeks input from staff regarding instructional focus and school improvement.	1. District creates collaborative systems within and across the district and between staff and parents, regarding instructional focus and school improvement.	1. District creates collaborative systems and communication and trust between staff, parents and community with focus on improvement of instruction and school goals.
2. There are no commonly held visions of "good instruction" and "essential content."	2. District initiates dialogue regarding "good instruction" and "essential content" with school board, teachers and administration.	2. In collaboration with district, staff and parents, research and best practices are used to define vision of "good instruction" and "essential content."	2. Visions of "good instruction" and "essential content" are developed collaboratively, widely held and observable at the classroom level.
3. Little or no communication between district and schools regarding resources to support school improvement initiatives; "top-down" allocation of resources.	3. District opens lines of communication regarding building-identified needs for resources to support school improvement.	3. Allocation of resources to support school improvement is determined through joint effort of district, schools and stakeholders.	3. District collaboratively determines and allocates adequate resources, such as time for staff to plan together, resulting in observable changes in classroom practice.
4. There is a lack of knowledge, understanding and communication among staff regarding policies and procedures around communication and collaboration.	4. District shares with stakeholders the policies and procedures on communication and collaboration designed to impact classroom practice and student achievement.	4. District and stakeholders collaborate regarding implementation of policies and procedures on communication and collaboration designed to impact classroom practice and student achievement.	4. The effect of policies and procedures to support communication and collaboration is observable at the classroom level.
5. District publishes school report card and standardized student achievement data (e.g. WASL, ITBS).	5. District begins discussion with staff and school board regarding use of data and how to best disseminate data to impact at the classroom and individual student levels.	5. District collaborates with staff and parents to collect, use and disseminate data to improve student achievement.	5. Data collection, use and reporting are used at the classroom and individual student level to guide instruction.
6. Communication and collaboration are neither a focus of nor embedded in professional development.	6. District collaborates on a limited basis with staff in developing professional development programs that focus on learning for teachers and administrators.	6. Communication and collaboration are valued and embedded in professional development focused on student achievement and parent/community relations.	6. Staff in all schools report and classroom observations confirm positive impact of collaboration on instructional practice with the focus on learning for all staff.
7. Communication and collaboration regarding the vision of school improvement is not a topic when meeting with employee groups.	7. District communicates its vision of school improvement with some employee groups.	7. District communicates its vision of school improvement with all employee groups.	7. District develops collaborative and harmonious relationships with employee groups, involving them over time.

Alignment of Curriculum, Instruction and Assessment With Standards

Circle the level that most clearly matches your perceptions of the district’s current status in each of the subcategories.

Initial Stages	Development	Partial Implementation	System-wide Coherence
1. District policies and procedures do not specifically address alignment of curriculum, instruction and assesment (C, I and A) with state standards.	1. District policies and procedures are developed to support alignment of C, I and A with state standards.	1. District policies support alignment of C, I and A with state standards, and general procedures are implemented to complete alignment.	1. District policies support alignment of C, I and A with state standards, and specific procedures/processes for this alignment are articulated.
2. Limited measures for student assessment are identified and used.	2. Multiple measures of student assessment are identified and begin to be used.	2. The use of multiple measures of student learning is partially implemented district-wide.	2. A district-wide system for assessing student learning using multiple measures is fully developed and implemented.
3. Processes for aligning instructional materials with instructional frameworks and state standards are not implemented district-wide.	3. The district is developing processes for alignment of instructional materials and state standards.	3. The district collaborates with teachers to develop and implement a comprehensive, aligned system of curriculum, instruction and assessment tied to the state learning goals.	3. District curriculum is horizontally and vertically aligned with state standards.
4. Whole-class instruction based on a single textbook is evident.	4. The district supports professional development and provides resources for personalized instruction.	4. Schools and classrooms plan and implement individually appropriate instruction using a variety of resources.	4. Student work and classroom instruction and activities reflect high levels of personally relevant and appropriate instruction.
5. Whole-class instruction is based on a single textbook with limited adaptation in curriculum or instruction for traditionally under-served populations.	5. The district supports teachers to explore best practices in working with traditionally under-served populations; some begin to implement these practices.	5. The district supports teachers in developing a framework for a system-wide program for traditionally under-served populations; professional development is provided to support staff.	5. The district supports teachers to collaboratively develop and implement a framework for systematic implementation of practices known to be effective for traditionally under-served populations.
6. Minimal attention is given to struggling students; whole class instruction is based on a single curriculum.	6. Staff identifies struggling students using multiple sources of data; some staff adapt curriculum and instruction to support these students.	6. Systemic identification of struggling students is developed; some adaptation of instructional strategies and curriculum occurs at building level.	6. The district supports teachers to collaboratively develop and implement a system-wide structure to support students to accelerate their learning to meet grade-level goals.
7. Special education teachers provide services to students.	7. District provides staff development to support all teachers to implement strategies and curriculum consistent with needs of their special education students.	7. Special education and other staff collaborate to address needs of individual special education students.	7. The district supports teachers to collaboratively develop and implement a system-wide framework to support special education students.

Frequent Monitoring of Teaching and Learning

Circle the level that most clearly matches your perceptions of the district's current status in each of the subcategories.

Initial Stages	Development	Partial Implementation	System-wide Coherence
1. Teachers and principals use a clinical supervision process to analyze lessons.	1. Teachers, principals and central office staff are developing their knowledge and recognition of high quality instruction.	1. Teachers, principals and central office staff develop a shared commitment to use and monitor high quality instructional strategies.	1. High quality instruction is consistently implemented in every classroom in the district.
2. Some principals use coaching to reflect upon and analyze teaching strategies.	2. Principals, central office staff and teacher leaders are developing an array of coaching skills to increase high-quality instruction.	2. Teachers, principals and central office staff are trained in an array of coaching skills that support and encourage high-quality instruction (e.g. coaching, walk-throughs, critical friends groups).	2. Accountability is supported through coaching and frequent monitoring of learning and teaching in every classroom in the district.
3. State assessments are reviewed by administrators.	3. Teachers, principals and central office staff receive training in using and analyzing a range of data at the classroom, school and district levels.	3. Teachers, principals and central office staff receive training in data analysis and apply information gained from data at the classroom, school and district levels.	3. District and schools knowledgeably and effectively use student and classroom data to determine and continually assess ways to improve instruction.
4. State policies on instruction are added to the policy manual and shared with administrators.	4. District policies specify the use of coaching and data analysis to improve instruction.	4. District procedures outline a process to implement and monitor effective use of data to improve and support learning at the classroom, school and district levels.	4. District commits resources and personnel to provide a range of assessment tools and training in analyzing and using results.
5. Individual staff access disaggregated data to determine needs of individual students in their classrooms.	5. Staff collaboratively use disaggregated data to identify students who are not meeting grade level expectations and implement some strategies to meet the needs of these students. Staff recognize need for training in use of data and strategies to meet identified needs.	5. District provides professional development to support staff in use of disaggregated data and in meeting the needs of individuals and groups of students not meeting grade level expectations.	5. District implements a system-wide framework for using disaggregated data to inform work in closing achievement gaps. District provides professional development in use and analysis of disaggregated data, effective practices with traditionally under-served populations, effective practices with special education students and culturally responsive instruction.

Focused Professional Development

Circle the level that most clearly matches your perceptions of the district’s current status in each of the subcategories.

Initial Stages	Development	Partial Implementation	System-wide Coherence
1. No board policy and procedures are established to address professional development.	1. Board policy and procedures for administrators and teaching staff regarding professional development are drafted and adopted.	1. Board policy and procedures for adult learners across the system are adopted without specific plans for dissemination, clarification, training and expectations.	1. Board policy and procedures for professional development for adult learners across the system address expectations for participation, collaboratively determined professional development plan and allocation of adequate resources.
2. Professional development plans are limited to catalog of unfocused course offerings.	2. Some professional development course offerings address instructional practice requested by schools and staff.	2. Professional development includes development of skills for classroom practice but lacks follow-up through coaching, feedback, supervision, etc.	2. Collaboration and communication are embedded in professional development offerings; offerings focus on classroom practice with follow-up for application and implementation.
3. Professional development is planned without needs assessment or analysis of data.	3. Professional development is planned at district level without input from schools.	3. Professional development plans are based on teacher preference without reference to student data.	3. Professional development is developed collaboratively and customized to match needs identified through analysis of data at the school level and the continuum for professional development provides opportunities to match developmental/differentiated needs of staff.
4. Professional development is seen as district function without purpose or focus on school improvement.	4. Professional development is dependent on external consultants or central office staff.	4. Some staff and some schools engage in professional development designed to build school-level capacity.	4. School-level capacity is built through coaching, site-based facilitators, collaboration, etc.
5. Staff members do not participate in professional development opportunities and/or they do not describe themselves as learners.	5. Some staff and some schools seek professional development focused on a specific skill or content area.	5. Staff members view professional development as important to their ability to support increased student achievement.	5. Staff members describe how professional development builds their capacity and implementation of new skills; staff members implement skills system-wide.
6. Professional development activities do not address cultural competence and high expectations for all students.	6. Staff and/or schools request professional development to support them in meeting the needs of their student population.	6. Some staff and some schools successfully apply strategies designed to increase the achievement of each and every student in their school with the effect of closing some of the gaps in achievement among students.	6. Professional development addresses cultural competence and high expectations for all students in order to accelerate students to close achievement gaps and to enhance learning for all to reach high expectations.

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Focused Professional Development, continued

Initial Stages	Development	Partial Implementation	System-wide Coherence
<p>7. Professional development activities do not address the development of an equitable and inclusive learning environment.</p>	<p>7. Staff and/or schools recognize significance of equity, inclusion and empowerment of students in addressing achievement gaps and request professional development to support their efforts.</p>	<p>7. Teachers receive training on pedagogy that fosters equity, inclusion and empowerment of students.</p>	<p>7. Staff implements instructional strategies and building/classroom practices that foster equity, inclusion and empowerment of students, including traditionally under-served populations.</p>
<p>8. Professional development activities do not include strategies to work with traditionally under-served populations in varied classroom settings.</p>	<p>8. Staff and/or schools recognize the need to expand their practices and strategies to meet the needs of traditionally under-served populations and request professional development to support their efforts.</p>	<p>8. Teachers receive training on instructional practices consistent with identified needs of traditionally under-served populations.</p>	<p>8. Professional development provides staff the opportunity to learn and apply a framework for systematic implementation of practices consistent with identified needs of traditionally under-served populations.</p>
<p>9. Professional development activities do not address meeting the curriculum, instructional and assessment needs of traditionally under-served populations.</p>	<p>9. Staff and/or schools recognize the need to expand their practices and strategies to meet the needs of traditionally under-served populations and research best practices to support their efforts.</p>	<p>9. Teachers receive training on instructional practices known to be effective with traditionally under-served populations.</p>	<p>9. Professional development provides staff opportunity to learn and apply a framework for systematic implementation of practices known to be effective for traditionally under-served populations.</p>

Supportive Learning Environment

Circle the level that most clearly matches your perceptions of the district’s current status in each of the subcategories.

Initial Stages	Development	Partial Implementation	System-wide Coherence
1. Whole-class instruction based on a single textbook is evident; emphasis is on basic skill development.	1. The district supports professional development and provides resources for personalized instruction.	1. Schools and classrooms plan and implement individually appropriate instruction using a variety of resources.	1. Student work and classroom activities reflect high levels of personally relevant and appropriate instruction.
2. Classroom practices are consistent with those found in schools with predominantly white, middle-class students.	2. District sets direction and provides professional development for culturally responsive education practices.	2. Staff see need for implementing culturally responsive education practices and receive support as they implement new classroom practices.	2. Classroom activities and resources are culturally responsive and reflect the diversity of the student population. System-wide, teachers implement culturally and linguistically responsive education practices.
3. District has developed discipline policies and procedures.	3. Current district policies are collaboratively developed.	3. Schools and district have aligned discipline practices with district policies and procedures.	3. School and district research-based discipline policies and procedures are collaboratively developed, well understood and consistently and fairly implemented.
4. Schools and classrooms pay little attention to climate.	4. Schools collect information on school climate and environment.	4. Professional development is provided to support staff in using data and gaining skills to improve climate to support student success.	4. The district and schools are warm and inviting places for students, staff, families and the community. Staff use data to inform classroom and school-wide practices to enhance the learning environment and promote success for students from all backgrounds and cultures.
5. Students feel disconnected to school (e.g. lack of attendance, behavior issues) and disengaged from class work.	5. Schools find resources to increase student sense of belonging and investigate ways to engage students in their class work.	5. Districts and schools implement practices to address student sense of belonging and to engage all students in meaningful curriculum and tasks.	5. Students from all backgrounds feel valued and honored in the school. All students are engaged and supported in challenging curriculum and tasks.
6. Policies reflect a need for crisis plans for all schools.	6. District develops crisis management plan and provides training for implementation.	6. Schools develop procedures, including staff roles, for implementing the crisis plan.	6. Crisis procedures are current and practiced frequently in the schools.
7. Students and staff engage primarily in familiar tasks; little risk-taking in accepting challenging learning tasks is observed.	7. Staff recognizes the need to provide a safe and trusting climate that encourages and supports students and staff in risk-taking as they engage in challenging curricula.	7. Professional development supports staff in gaining skills to develop a learning environment based on trust in which students and staff engage in challenging curricula and take risks in their learning.	7. Staff implements strategies and practices to support students in taking risks in their learning as they engage in challenging curricula. A climate of trust exists to build relationships in which staff takes risks in their own learning.

High Levels of Parent and Community Involvement

Circle the level that most clearly matches your perceptions of the district's current status in each of the subcategories.

Initial Stages	Development	Partial Implementation	System-wide Coherence
1. Limited opportunities are available for parent and community involvement at each level (K-12).	1. Strategies are developed collaboratively to increase parents and community participation at all levels (K-12) and across all segments of the population, including special education, ELL, racial/ethnic and economically disadvantaged families.	1. Some increase of parent and community involvement is observable at several levels (K-12) and among some segments of the population.	1. Data reflects increased level of parent and community involvement at all levels (K-12) and by all segments of the population including special education, ELL, racial/ethnic and economically disadvantaged families.
2. Little or no professional development addresses parent and community involvement.	2. Professional development programs addressing parent and community involvement are offered and some staff and administrators participate.	2. Most staff members participate in professional development programs focused on parent/community involvement and this training is applied in schools and programs at all levels (K-12).	2. Staff and administration at all levels (K-12) effectively apply strategies resulting in meaningful parent and community involvement.
3. Schools share general information on parent roles and responsibilities via newsletters and parent meetings.	3. District, schools and parents together define parent roles, responsibilities and strategies focused on increasing student achievement.	3. Data indicates parents at some levels (K-12) employ agreed upon strategies to increase student achievement.	3. Data indicates that an increasing number of parents at all levels (K-12) are applying strategies to increase student achievement.
4. Little or no awareness of achievement gaps between groups of students is demonstrated among parents and community.	4. District, schools, parents and community begin to collaborate to develop programs and strategies to address closing achievement gaps, while continuing to improve learning for all students (K-12).	4. Implementation of programs and strategies to close achievement gaps is supported by some parents at all levels. Programs are successful with some student groups at all levels (K-12).	4. Implementation of programs and strategies to close achievement gaps is supported by parents and communities and is successful with student groups at all levels (K-12).
5. Parents and community participate minimally, if at all, in the school improvement process.	5. District and schools communicate with parents and community regarding the school improvement process and their roles in that process.	5. Participation by families and community in the school improvement process occurs regularly.	5. The impact of parent and community participation in the school improvement process is observable at both classroom and individual student levels.
6. Little or no data is gathered regarding perceptions of parents, families and community members.	6. Some data is gathered regarding perceptions of parents, families and community members to inform school improvement efforts.	6. Schools request district assistance in gathering perceptual data from parents, families and community members from all sectors of the school population. Schools also request assistance in effectively using this data to inform school improvement efforts.	6. Data is systematically gathered regarding perceptions of parents, families and community members. This data is used to inform school improvement efforts.