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**District Process Rubric Template**

Michigan Department of Education

January 2013



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[**Curriculum (I - Teaching for Learning)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**I.1.A.1: Aligned, Coherent and Inclusive Curriculum**

The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

*Benchmark A: Aligned, Reviewed and Monitored - School/district written curriculum is aligned with, and references, the appropriate learning standards (MCF, AUEN, ISTE, GLCE, HSCE, METS, etc.).*

* The district assures that the schools have a collaboratively developed, coherent and rigorous curriculum based upon a vision of good instruction. This curriculum is aligned with the Michigan Content Expectations (GLCE, HSCE) or the Michigan Curriculum Framework and incorporates essential content and quality assessments. . Curriculum documents are designed to facilitate efficient use by all instructional staff and the results of their use are observable at the classroom level. They are the key source for curriculum planning across instructional levels in all disciplines and reference the appropriate state and district learning standards. The curriculum provides for challenging content and its inclusiveness reflects a commitment to equity and diversity.
* Collaboration across instructional levels has resulted in the consistent alignment of curriculum, instruction and assessment in the core curricular areas with the Michigan Content Expectations (GLCE, HSCE) or the Michigan Curriculum Framework. Curriculum documents represent a vertical and horizontal picture of what is expected at grade levels and content areas. . Curriculum documents address issues of equity, diversity and inclusion.
* The district is in the process of completing the alignment of curriculum, instruction and assessment. The district has initiated the documentation of a challenging curriculum that meets the needs of all students and addresses issues of equity and diversity.
* Although district policies and procedures for curriculum alignment are in place, the focus has been solely on alignment of curriculum within grade levels and content areas and little attention has been paid to the alignment of instruction and assessment.

**Select all the evidence that support the choice made above.**

* **Curriculum Guides: Guides reference the Michigan Curriculum Framework and contain benchmarks, content expectations and scope and sequence.**
* **Curriculum maps: Maps contain specific information regarding what is taught and where it is taught**
* **School Improvement Framework: I 1A1 Curriculum Documents; I 1A2 Standards Alignment; I 1A5 Inclusive; I 1B1 Staff**

**I.1.B.1: Communicated and Articulated Curriculum**

The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Benchmark B: Communicated - School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

* The district has a coherent and coordinated approach to curriculum which is focused on teachers' and students' active involvement in the construction and application of knowledge. . The district has created scope and sequence documents which demonstrate the spiraling of content and skills across all grade levels and content areas. They promote coherence in curriculum, instruction and assessment. . The district facilitates a cross-school dialog to provide common articulation of the curriculum. A variety of strategies are in place to provide parents the opportunity to have a clear understanding of the curriculum including strategies to communicate with a diversity of language backgrounds.
* The district has a written curriculum which is focused on teachers' and students' active involvement in the construction and application of knowledge. . The district sets clear expectations for the vertical and horizontal articulation of curriculum, instruction and assessment. . The district has articulated clearly stated policies and suggested procedures that provide a uniform application of the curriculum at the school level. Several strategies are in place to communicate the curriculum to parents.
* The district is in the process of developing a written curriculum which is focused on teachers' and students' active involvement in the construction and application of knowledge. . The district has developed curriculum documents for all grades and content areas and is in the process of designing a scope and sequence. . The district has one primary strategy for communicating the curriculum to parents.
* The district has not focused on the development of a scope and sequence in each core area. Communication and articulation of the curriculum is the responsibility of each individual school. . District policies do not delineate procedures regarding communication of the curriculum to parents.

**Select all the evidence that support the choice made above.**

* Curriculum Documents: Vertical alignment of scope and sequence by content; horizontal alignment of grade level/course curriculum; listing of skills within content areas and across grade levels
* Meeting Agendas: Description of parent education sessions
* School Improvement Framework: I 1A1 Curriculum Documents; I 1A3 Articulated Design; I 1A4 Curriculum Review; I 1B1 Staff; I 1B3 Parents
* Written documents; brochures; flyers: Focus on understanding of curriculum in parent-friendly language

[**Curriculum (I - Teaching for Learning)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?

[**Instruction (I - Teaching for Learning)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**I.2.A.1: Systematic Planning for Quality Instruction**

The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Benchmark A: Planning - Processes used to plan, monitor, reflect and refine instruction that supports high expectations for all students.

* A widely held research-based vision of good instruction has been developed through active cross-district dialog with representation from all schools, instructional levels and content areas. . The common instructional framework is based upon data from student work and assessment results and consistent with the district's scope and sequence. . The framework includes proven strategies at each instructional level and content and provides a variety of differentiated instructional strategies to meet the needs of all learners. Extensive use of the framework is clearly visible in the classrooms at each school in the district.
* The district has in place a process to establish a common instructional framework that includes representation from all schools. . The framework is based upon rigorous instructional practices and includes strategies to differentiate instruction. . All schools in the district can demonstrate, through classroom practices, consistent implementation of the framework.
* The district has directed each school to develop and implement its own vision of best instructional practice. Teachers are held accountable by the school administration to implement best practice strategies in the classroom. Some evidence exists at the individual school level that demonstrates the use of best practice strategies.
* Instructional planning occurs independently at each school, primarily by grade level or content area. Individual teachers have the autonomy to choose their own version of best practices.

**Select all the evidence that support the choice made above.**

* + District adopted texts and other resources: Consistency with scope and sequence; examples of rigorous instructional practices; provisions for learning styles and cultural differences
  + School Improvement Framework: I 2A1 Content Appropriateness; I 2A2 Developmental Appropriateness; I 2B2 Best Practice
  + Written Instructional Framework: Materials are aligned with standards and field tested

**I.2.B.1:** **Coherent and Effective Support for the Delivery of Instruction**

The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Benchmark B: Delivery - Instructional practices are used to facilitate student learning.

* The district supports the implementation of a common instructional framework through the provision of a coherent professional development program designed to train instructional staff to skillfully implement the framework. . To enhance the professional development program, the district provides resources and logistics to support the implementation of collaborative school teams. . The district has collaboratively developed and implemented a system-wide plan to provide extra support for low-achieving and special education students. As a result, all students receive the structural and instructional support needed to achieve.
* The district directs the schools to target resources to implement professional development plans that support a common instructional framework. The district assists the schools as they attempt to provide collaborative teams with common time to implement the framework. . In addition to the school's budget, the district allocates on a formula basis, additional resources to support low-achieving and special education students.
* The district has formed instructional level and/or content area teams to identify effective instructional practices. These teams are in the process of developing instructional frameworks for their grade level or content area. . Team participants employ the strategies in their individual classrooms and share the results with the entire school and recommendations are made to the district. . The district mandates that the school support low achieving and special education students through their formula budgets or with additional resources as required by law.
* The district periodically provides whole district professional development focused on particular instructional practices. These practices are not part of a coherent framework. . It is up to the individual teachers to determine the most effective way to implement the results of professional development. Additional support for special education students is provided as required by law.

**Select all the evidence that support the choice made above.**

* + District Professional Development Plan: Coherence of plan; demonstration of professional development focused on a common framework
  + Plans for Special Populations: Demonstration of support for low-achieving and Special Education students
  + School Improvement Framework: I 2B1 Delivered Curriculum; I 2B3 Student Engagement; II 2A2 Learning Focused
  + School schedule; School Improvement Plan: Description of collaborative team structure and schedule

[**Instruction (I - Teaching for Learning)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?

[**Assessment (I - Teaching for Learning)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**I.3.A.1: Use of Multiple Measures to Support School-wide Decision-making**

The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Benchmark A: Aligned to Curriculum and Instruction - Student assessments are aligned to the school's curricula and instruction.

* The district has in place a system-wide framework for using disaggregated data from multiple measures to inform the schools' efforts in closing achievement gaps. . Data is gathered annually and longitudinally to assess student achievement and program effectiveness targets. The district systematically reviews success on the achievement of the targets to provide feedback to the schools for instructional decision-making and to monitor student learning. . District leaders, with input from major stakeholders, annually conduct a comprehensive, internal, data-based evaluation of the district's performance and make changes based upon the results.
* Each year, the district provides the school an analysis of multiple measures of data. . School teams meet to review their school's longitudinal data patterns and these analyses are shared across the district to set the direction of instruction. An annual data-based evaluation of the district's performance is conducted, with an emphasis on district internal operations. Changes are made based upon the results.
* In addition to the data the district is required to collect, schools collect and analyze their own data. The district provides support with professional development as requested in the form of on-site training. The district annually reviews policies and procedures to determine whether any revisions are required.
* The district gathers and reports achievement data required by the state and federal government. It is left up to the individual school to analyze this data.

**Select all the evidence that support the choice made above.**

* District Data System: Documentation of data informing progress on achieving district targets
* District Improvement Plan: Evidence of disaggregation of data through multiple sources; documentation of longitudinal data-gathering
* School Improvement Framework: I 3A3 Multiple Measures; I 3B2 Informs Curriculum and Instruction; I 3B3 Meets Student Needs

[**Assessment (I - Teaching for Learning)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?

[**Instructional Leadership (II- Leadership)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**II.1.A.1: High Standards and Clear Expectations**

There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Benchmark A: Educational Program - School leaders are knowledgeable about the schools educational programs and act on this knowledge.

* The district has clear expectations for instruction and monitors schools to assure improved outcomes for students. All certified staff members in the system are held accountable for student success. The superintendent expects excellence by all, monitors performance, and provides feedback to district personnel. District personnel, in turn, support, monitor and provide feedback to all schools with particular attention paid to schools not metng achievement expectations. . District leaders are involved in the improvement of instruction, highly visible in the schools, and educate and engage the school board on powerful instruction. . In order to close the achievement gap, the district partners with each school to develop extensive support systems to address all students' needs including academic, social and cultural. Results are visible at the district, school and classroom level. Rigorous instructional practices for all students and a common understanding among teaching staff of what constitutes quality student work are in place at each school. The district monitors the extent of implementation at each individual school. . Equity is a core value in the district. As a result, the district has provided sustained support through professional development, resources and feedback to assure that curricula, instructional practices and programs are designed to meet the needs of each student in each school and equal access for all is assured.
* The district has clear expectations for instructional practices designed to improve student outcomes. All instructional staff and administrators are held accountable for student success. District personnel support, monitor and provide feedback to all schools, with particular attention paid to schools not meeting achievement expectations. . The district provides support for the improvement of instruction through district-wide initiatives with a common focus. The school board is provided feedback regarding school achievement and the success of district-wide initiatives. In order to close the achievement gap, the district devotes time and resources to assist the schools in providing support systems to address all students' needs including academic, social and cultural. Results are measured through improved achievement results at each school. The district is providing leadership and resources in the full implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated jointly by district personnel and school leaders. Equity is a core value in the district. The district has assisted each school to take responsibility and they are implementing equitable practices for all students.
* The district expects yearly improvement on achievement test scores and holds principals accountable for student success. Achievement test results at each school serve as the basis for the provision of feedback on instructional practices. District personnel pay particular attention to schools not meeting achievement standards. The district provides guidance and information to schools on strategies to improve instructional practices and measures their success by an improvement in achievement test scores. . In order to improve student achievement, the district provides guidance in the design of support systems for students needing additional academic support. The district is focusing on the implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated by school leaders. There is a common understanding in the district of the importance of equity in everyday schooling. Although some equitable practices are occurring at the schools, the district expects further implementation.
* It is the responsibility of the school principal to monitor instruction and provide feedback regarding achievement test results. The district expects individual schools to use achievement test scores as the basis for the design of initiatives to improve instruction. There is awareness in the district of the importance of implementing rigorous instructional practices. The results of this initiative are beginning to occur at the school level. The district expects each school to review and modify its equitable practices.

**Select all the evidence that support the choice made above.**

* + Class/Extra-Curricular Rosters: Demonstration of equitable distribution of ethnicity
  + District/School Budget: Funding for student support structures
  + North Central Accreditation: 3.8 Interventions to help students meet expectations; 3.9 Climate that supports student learning
  + School Improvement Framework: II 1B1 Monitoring; I 1B4 Clear Expectations

**II.1.B.1: Culture of Collaboration**

District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

Benchmark B: Instructional Support - School leaders set high expectations, communicate, monitor, support and make adjustments to enhance instruction.

* The district has built a culture of commitment, collegiality, mutual respect and stability. The norms that support this culture include peer support, collaboration, trust, shared responsibility and continuous learning for the adults in the system. . The district is organized around professional learning communities. Along with the district modeling this concept for the schools, it has provided training, planning time and resources and tools to assist all schools in the development of their own professional learning communities. The common focus at both levels is to build collaborative skills and to change instruction across the system. . Through intensive efforts by district leaders, diverse collaborative stakeholder networks have been established that reflect the needs and strengths of the district, the schools and the stakeholders. These groups have been empowered to participate in the district-wide decision-making process. . The district has implemented clear and coherent collaborative strategies. It has collaborative and harmonious relations with employee groups which promotes increased collaborative decision-making. In addition, district and school roles and responsibilities are clearly delineated and articulated. They work together to determine the balance between district control and school autonomy. . The district regularly evaluates the over-all success of its efforts to increase collaboration among all stakeholder groups. In addition, schools are required to perform their own evaluation and measure the extent to which students have been actively engaged in their own learning. The results of this evaluation guide collaborative improvement efforts.
* The district is building a culture of commitment, collegiality, mutual respect and stability. The norms that support this culture include peer support, collaboration, trust, shared responsibility and continuous learning for the adults in the system. . Some professional learning communities have been established at the district level. The district supports the formation of professional learning communities at the schools and provides additional resources to facilitate this process. The common focus at both levels is to build collaborative skills and to change instruction across the system. Networks from the primary stakeholders (i.e. businesses, parents, community agencies) have been established in the district. These networks are empowered to provide direct input into the decision-making process. The district has developed collaborative strategies. It has strived to collaborate with employee groups to enhance the decision-making process. It has delineated the district and school roles and responsibilities. Evaluation of the success of collaborative efforts occurs annually at the district level. The results of this evaluation guide collaborative improvement efforts.
* The district supports the establishment of professional collaborative relationships. The district has encouraged the schools to develop professional learning communities and has provided limited resources to reach this goal. The district is in engaged in the process of establishing stakeholder networks in order to inform district-wide decision-making. The district has begun to develop collaborative strategies that address employee relations and a delineation of school and district roles and responsibilities. Schools periodically evaluate collaboration efforts.
* Any collaborative culture that actually exists has been developed at the building level. The district encourages the schools to develop professional learning communities. Traditional stakeholder groups inform decision-making at the school and district levels.

**Select all the evidence that support the choice made above.**

* + District Professional Development Calendar: Evidence of organization by collaborative teams; Focus on collaborative skills
  + Meeting Minutes: Description of collaboration with employee groups
  + School Improvement Framework: II 1A6 Change Agent; II 1B2 Coaching and Facilitating; II 1B5 Collaboration and Communication
  + Surveys: Feedback regarding collaborative efforts

**II.1.B.2: Instructional Program Coherence**

In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Benchmark B: Instructional Support - School leaders set high expectations, communicate, monitor, support and make adjustments to enhance instruction.

* In partnership with stakeholder groups, the district collaboratively determines a vision of powerful teaching and learning. The district consistently fosters, articulates and sustains this vision and incorporates it into the district strategic plan. Based upon the vision, the district has identified a set of instructional goals and methodologies designed to be interpreted and put into practice by each school based upon its own context. District personnel with clearly defined roles, partner with school leadership and share responsibility for the activation of the district vision through the successful implementation, monitoring and improvement of curriculum and instructional practices at the schools.
* In partnership with stakeholder groups, the district collaboratively determines a vision of powerful teaching and learning. This vision is incorporated into the district strategic plan and frequently articulated to all stakeholders. Based upon the vision, the district has developed a specific set of instructional goals and methodologies that influence instructional practices at each school. District personnel, with clearly defined roles, regularly consult with and support school leadership to activate the district vision and assure successful implementation of curriculum and instructional practices at the schools.
* A district vision is created with input from the schools and is incorporated into the district strategic plan. Based upon the vision, the district is in the process of developing a specific set of instructional goals and methodologies. District personnel are assigned to monitor schools and consult with principals to provide advice in the successful implementation of the school improvement plan.
* District administrators create the district's vision and disseminate it to the schools and stakeholders. The schools decide how to interpret and actualize this vision. Although a district vision is in place, the district has not developed a specific set of instructional goals and methodologies. District personnel are assigned schools to monitor successful implementation of the school improvement plan.

**Select all the evidence that support the choice made above.**

* + District Strategic Plan: Description of district vision
  + North Central Accreditation: 3.8 Student interventions; 3.9 Climate to support student learning
  + Professional Development Plan: Evidence of a match between the district vision and professional development practices.
  + School Improvement Framework: I 1B4 Clear Expectations; II 1B1 Monitoring
  + Strategic planning minutes: Evidence of collaboration with stakeholders

[**Instructional Leadership (II- Leadership)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?

[**Shared Leadership (II- Leadership)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**II.2.A.1: Coordinated Policies and Procedures**

District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Benchmark A: School Culture and Climate - Staff creates an environment conducive to effective teaching and learning.

* The district's vision for student success is embedded into all of its policies and procedures. Structures in place, such as system-wide curricula and a multi-measure accountability and feedback system, provide a path for improvement and signal expected outcomes for the schools. . To facilitate the achievement of the vision, the district has implemented policies addressing alignment of curriculum, instruction and assessment as well as policies that specifically address closing the achievement gap. The district has established, with the input of a variety of stakeholder groups, clear policies and procedures that provide for effective operation of the entire system. This includes maintaining up-to-date crisis procedures and policies to ensure safe and orderly schools. These policies and procedures are communicated to all stakeholders through a variety of methods. Board policy assures that equity practices designed to achieve success for all students, with particular attention paid to underserved populations, are implemented district-wide. Policies further assure that all students will have the latitude to choose from the full scope of curriculum and extra-curricular activities.
* The district's vision for student success serves as the primary consideration in the formation of all policies and procedures. A system-wide curriculum details the expected outcomes for the schools. To facilitate the achievement of the vision, the district has implemented policies addressing alignment of curriculum, instruction and assessment to support closing the achievement gap. The district has established and communicates, clear policies and procedures that provide for effective operation of the entire system. This includes maintaining up-to-date crisis procedures and policies to ensure safe and orderly schools. Board policy focuses on equity practices designed to achieve success for all students with particular attention paid to underserved populations.
* District policies and procedures are being revised based upon its vision. . The district is in the process of implementing policies that address the alignment of curriculum, instruction and assessment. The district provides guidelines to assist schools in the development of policies and procedures for effective operation of the schools including safety and crisis management. The district expects individual schools to determine practices and policies that address underserved populations.
* The district has a standard set of policies and procedures in place. Any policies related to the alignment of curriculum, instruction and assessment are initiated at the school level. Policies regarding safety and crisis management are determined by each individual school.

**Select all the evidence that support the choice made above.**

* + North Central Accreditation: 2.1 Governance and Leadership
  + Policies and Procedures Manual: Crisis procedures; school safety guidelines; equity policies; requirements for alignment of curriculum, instruction and assessment
  + School Improvement Framework: II 2A1 Safe and Orderly; II3B2 District; II2B3 Inclusive and Equitable

**II.2.B.1: Culture of Collective Responsibility**

The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Benchmark B: Continuous Improvement - Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.

* The district demonstrates a commitment to the fundamental principle that all adults in the system are accountable for student learning and the attainment of high standards for all. It is developing and monitoring a variety of strategies to successfully meet this goal. . The shared responsibility for decision-making and its results is distributed among the superintendent, central office administrators, principals and teacher leaders. There is a balance between district authority and school flexibility and autonomy. . The district creates systems for professional learning communities which are built upon shared leadership. These communities have collective responsibility for the ongoing improvement of teaching and learning throughout the district. The district facilitates the development of a culture of collegiality, collaboration, respect and trust. Leadership in school reform is the collective responsibility of the district and the schools. Staff at both levels are encouraged to take the risks associated with reform.
* The district encourages all adults in the system to be accountable for student learning and is developing new strategies to successfully meet this goal. Leadership is distributed among the superintendent, central office administrators, principals and teacher leaders. Decisions are arrived at collaboratively and those involved take responsibility for their own decisions. The district cultivates professional learning communities which are built upon shared leadership and focused on the ongoing improvement of teaching and learning throughout the district. . The district is building a climate of trust throughout and shares in the responsibility for the success of school reform efforts.
* The district acknowledges that all adults in the system should be accountable for student learning . Leadership is distributed among the superintendent, central office administrators and principals. School and district decisions are made independently of one another. The district encourages schools to develop professional learning communities focused on student learning at the school. Leadership at the district or school level may initiate school reform. Responsibility for the success of the reforms rests with the schools.
* The accountability for student learning is the responsibility of each individual school. Leadership is role-dependent. Each administrator at the central office and the schools has a defined role and set of responsibilities and carry them out independently. Professional learning communities are organized at the individual school level.

**Select all the evidence that support the choice made above.**

* + District Policies/Procedures Manual: Description of decision-making process
  + North Central Accreditation: 2.1 Governance and Leadership
  + School Improvement Framework: II 2A6 Collaborative Decision-Making Process
  + Surveys: Extent to which respondents report shared leadership and collaboration

**II.2.B.2: Continuous Improvement**

The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Benchmark B: Continuous Improvement - Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.

* A research-based process for continuous improvement, focused upon the district's vision for the future and expectations for the improvement of student learning, has been adopted, consistently employed district-wide and articulated to all stakeholders. The district is a learning organization and an inquiry process, resulting in a deepening of practice, exists at all levels. Data-driven instructional practice, based upon a continuous monitoring of the achievement gap, occurs at all schools and at the district level. Educational improvement is being implemented as a long-term multi-stage process. Therefore, a district-wide research-based reform effort, driven by local school data, remaining stable over time, has been adopted. Professional development efforts focused on the reform occur in all schools and are coordinated and supported by the district. District leaders provide practitioners the needed support to try new ideas and do not expect the new practices to be immediately reflected in district and state achievement testing.
* A research-based process for continuous improvement, focused upon the district's vision for the future and expectations for the improvement of student learning, has been adopted and consistently employed district-wide. The district is becoming a learning organization and emphasizes inquiry methods to deepen practice at all levels. The district frequently monitors the achievement gap and bases its direction for changes in instructional practice on the resulting data. Within the district, educational improvement is accepted as a long-term, multi-stage process. District leaders provide support for data-based reform efforts and assist in coordinating professional development initiatives. Practitioners are encouraged to try new ideas, with the expectation that results are demonstrated over time.
* The district has provided the schools with a continuous improvement framework consistent across schools but not consistently applied from school to school. . The district has encouraged schools to employ inquiry methods to analyze achievement results. The achievement gap is periodically measured at the district and school level and practices adjusted based upon the results of this analysis. With the acknowledgement by the district, individual schools have pursued various school reforms focused on their particular context. The district expects that these reforms will result in improved student achievement.
* The school improvement planning process is the primary source for continuous improvement. The achievement gap is analyzed annually at the district level and reported to schools with an expectation that each school will develop strategies to close the gap. Any school reform efforts that occur are initiated and monitored by individual schools. Schools are required to attend periodic professional development sessions based upon a particular district focus which may change from year to year.

**Select all the evidence that support the choice made above.**

* + District Strategic Plan: Description of continuous improvement cycle; professional development initiatives and plan
  + North Central Accreditation: 7.1 Commitment to continuous improvement; 7.7 Evaluates and documents effectiveness of continuous improvement process
  + School Improvement Framework: II 2B2 Results-Focused Plan
  + School Improvement Plan: Action plan demonstrating use of data and strategies to be implemented.

[**Shared Leadership (II- Leadership)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?

[**Accountability and Strategic Resource Allocation (II- Leadership)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**II.3.A.1: Accountability and Strategic Resource Allocation**

The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

Benchmark A: Resource Allocation - School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.

* The district provides direction, assistance, and resources to align, support and enhance all parts of the system to meet organizational and student performance goals with additional support for low performing students. Based upon frequent evaluation, the district adjusts its support to schools in a comprehensive approach that is responsive to their diverse needs. The district has established and implemented and frequently evaluates the process used to systematically allocate professional and support staff to schools based upon system needs and staff qualifications while in compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience). . The district engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and implement its plans for improvement and frequently monitors the expenditures to inform long-range plans. . The district allocates, reallocates, pursues and secures additional resources for quality instruction. It provides up-to-date technology, infrastructure and equipment. It coordinates and ensures ready access to advanced instructional technology, information, media services and materials not readily available at the school. In order to maximize the effective use of resources, it is district policy that, whenever possible, decisions affecting students should be made by staff working directly with the students. Therefore, schools have autonomy over staffing, schedules and budgets within district parameters. . Due to the district placing a high priority on increasing time for instruction and staff collaboration, a significant portion of discretionary funding is devoted to support increased time allocation.
* The district provides direction, assistance and resources to meet organizational and student performance goals with additional support for low performing students. Based upon an annual evaluation, the district adjusts its support to schools based upon their diverse needs. The district has established and implemented a process used to allocate professional and support staff to schools based upon system needs and staff qualifications while in compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience). . The district engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and implement its plans for improvement. . The district allocates, reallocates, pursues and secures additional resources for quality instruction. It regularly updates technology, infrastructure and equipment. It provides access to advanced instructional technology, information, media services and materials not readily available at the school. In order to maximize the effective use of resources, the district has developed strategies that support schools having autonomy over staffing, schedules and budgets within district parameters. Increasing time for instruction and collaboration is a priority for the district and a portion of discretionary funding is set aside for this purpose.
* The district provides direction, resources and limited assistance in order to meet organizational and student performance goals. The district has established and implemented a process to assign professional and support staff to schools based upon system needs and staff qualifications while in compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience). The district annually budgets sufficient resources to support its educational programs and implement its plans for improvement. The district provides resources for quality instruction. It updates technology, infrastructure and equipment on a cycle prioritizing those schools whose equipment has become obsolete. Schools have limited autonomy over staffing, schedules and budgets. The district has devoted some discretionary funding to increasing instructional and collaborative time.
* The district provides minimal support and allocates resources equally to each school. Professional and support staff are assigned to schools based upon compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience). The district annually budgets resources to support its educational programs. Although technology and related resources are available at the schools, they are updated infrequently. The district sets staffing, schedules and budgets for each school. Any increase in instructional or collaborative time occurs at the school level with current formula funds.

**Select all the evidence that support the choice made above.**

* + District long-range budget plan: Resource allocation
  + North Central Accreditation: 2.3 Compliance; 3.11 Access to technology; 5.2 Assignment of staff; 5.5 Long-range budgetary planning; 5.10 Technology infrastructure
  + School Improvement Framework: II 1A3 Technology; II 3A1 Human Resources; II 3A2 Fiscal; II 3B1 State and Federal

[**Accountability and Strategic Resource Allocation (II- Leadership)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?

[**Personnel Qualifications (III- Personnel and Professional Learning)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**III.1.A.1: Highly Qualified Personnel**

The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

*Benchmark A: Requirements - Staff meets requirements for the position held.*

* In addition to full qualifications for all permanent staff in the district, some instructional staff are currently working toward National Board Certification and others have received certification as outlined in NCLB. The district supports paraprofessionals who wish to pursue teaching degrees and certified staff members who wish to pursue advanced degrees, through strategies such as reduced contract options, leadership cadres and higher education partnerships. The district's vision for teaching and learning guides the recruitment, placement and professional development of professional staff. . The district recruits, trains, supports and places personnel to assure appropriate distribution and retention of staff in high needs schools, regularly assessing staffing needs and making appropriate adjustments. The district has developed strategies to attract and retain an ethnically diverse staff. The district structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. New teachers are provided a thorough induction program at the district level that incorporates the district vision, instructional goals and policies and procedures. In addition, the district organizes the new staff into a cohort group to attend seminars, participate in peer observations, share common experiences and problem solve issues that arise.
* The qualifications of all permanent staff meet state and district certification requirements in the content areas and grade levels as outlined in NCLB. The district is promoting continuous professional learning, and as such is encouraging its teachers to work toward National Board Certification. All elementary teachers hired prior to 1992 in the district passing a Michigan teaching certification hold at least a bachelor's degree and full state certification and have met at least one of the options provided by Section 1531 of the Michigan Revised School Code. . All new (1992) elementary level teachers in the district hold at least a bachelor's degree, and full state certification including passage of the MTTC basic skills test and the comprehensive elementary examination. . The district has a plan in place, implemented and monitored, to recruit, train and retain highly qualified instructional staff. The district structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. New teachers are provided with an induction program at the district level that incorporates the district vision, instructional goals and policies and procedures.
* Some classroom teachers in core instructional areas in the district hold provisional or Professional Education Certificates but are still assigned to subject areas for which they have not passed the Michigan Test for Teacher Certification (MTTC) basic skills test or appropriate subject area examination(s). The district has a written plan for the recruitment, training and retention of highly qualified instructional staff, but has yet to implement the plan. The district provides an annual orientation session for new teachers and assists the schools in organizing and identifying Master Teachers to be involved in a three-year mentoring program at the school.
* The district has hired some classroom teachers in core instructional areas who do not hold provisional or Professional Education Certificates for the subject areas they have been assigned. . No plan is in place for the recruitment, training and retention of highly qualified staff. A three-year induction/mentoring program is the responsibility of the local school. The district provides guidance as requested by the school.

**Select all the evidence that support the choice made above.**

* + Audit of Teacher Credentials: Extent to which staff meet certification and licensure requirements
  + District Promotional Hiring Materials: Description of district promotions to attract new teachers
  + Mentoring Program Design: Extent to which mentoring program supports new teaching staff
  + Professional Development Plan and Records: Professional development focusing on content knowledge based on needs assessment of teachers
  + School Improvement Framework: III 1A1 Certification Requirements; III 1A2 NCLB/Highly Qualified; III1B1 Content Knowledge; III 1B2 Communication

[**Personnel Qualifications (III- Personnel and Professional Learning)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?

[**Professional Learning (III- Personnel and Professional Learning)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**III.2.A.1: Coordinated Professional Development Based Upon Common Principles**

The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

*Benchmark A: Collaboration - Professional development is conducted with colleagues across the school/district on improving staff practices and student achievement.*

* The district structures professional development so that all instructional staff at the schools actively participates in professional learning communities across instructional levels and content areas. It also supports job-embedded collaboration with time and funding. . The district has organized professional development around common key topics that support the implementation of curriculum, instructional strategies and assessments with an emphasis on equity and underserved populations. . District and school staffs collaborate to determine the specific professional development content through an analysis of student and program assessment data. Although the focus of professional development is common across the district, the district builds school level capacity through multiple types of job-embedded strategies to assure actual changes occur in instructional practice. . The district requires annual professional development and growth plans for all staff members to meet their individual needs. Through a continuous improvement process, the district frequently evaluates the professional development initiatives and implementation structures and revises them as necessary.
* The district structures professional development around professional learning communities and encourages dialog across instructional levels and content areas. The district provides a common focus for professional development around curriculum, instruction and assessment. Collaboration between the district and school administrators determines the content of professional development initiatives. The district structures the delivery of professional development through school-based job-embedded practices. Annual professional development growth plans are required of all professional staff. Periodic evaluation of professional development initiatives occurs at the district level.
* The district encourages all schools to organize instructional staff into professional learning communities. Professional development initiatives are driven by the school improvement plan with little direction from the district. The district encourages school administrators to deliver professional development through collaborative teams.
* Professional learning communities are formed based upon individual school initiative. Professional development initiatives are controlled from the district level with limited input allowed from the individual school. The district has no coherent plan that connects one initiative to the next. The organization and content of any non-scheduled professional development time is the responsibility of the school.

**Select all the evidence that support the choice made above.**

* + District Assessments: Evaluation of professional development initiatives
  + District Budget: Funds devoted to the support of job-embedded professional development at the schools
  + Professional Development Plan: Evidence of common key topics across the district; demonstration of content focused on equity and underserved populations

[**Professional Learning (III- Personnel and Professional Learning)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?

[**Parent/Family Involvement (IV – School and Community Relations)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**IV.1.A.1: Purposeful Communication and Collaborative Relationships**

The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

*Benchmark A: Communication - School/parent/family communications are two-way, ongoing and meaningful.*

* A variety of active and diverse parent communication and engagement policies are employed in order to collect parental feedback in a systematic way prior to making budgetary and programmatic decisions. The district has mandated that all schools have documented and implemented clear parent communication policies and active parental engagement in school decision-making. The district provides training for school staff and parents in these strategies. The district researches and employs best-practice strategies to communicate with and involve parents from a variety of cultural, socio-economic and diverse language backgrounds. The district gathers data through multiple sources, on a regular and systematic basis, in order to measure the effectiveness of its parental communication and involvement strategies. The district has put into place a system-wide parent education program to foster the ability of parents to improve their own parenting skills.
* The district employs a variety of strategies to collect parent feedback prior to making budgetary and programmatic decisions. The district encourages all schools to incorporate parental communication policies and include parents in the dialogue associated with the school's decision-making process. The district has developed and maintains a set of strategies to communicate with and involve parents from a variety of cultural, socio-economic and diverse language backgrounds. The district regularly gathers and evaluates data about the effectiveness of the parent communication and involvement strategies. The district provides parent education training.
* Beyond the traditional communication methods, the district employs at least one additional strategy to gather input from parents prior to making budgetary and programmatic decisions. The district's structure for parent involvement and decision-making at the school level is through a parent advisory committee. . The district is in the process of adopting a set of strategies to involve parents from diverse backgrounds. The district relies on any data gathered by the schools to measure the effectiveness of its parent communication and involvement strategies.
* The district relies on traditional communication methods such as public forums at board of education meetings to gather input from parents prior to making budgetary and programmatic decisions. The district does not have a policy about school-level parental communication in school decisions.

**Select all the evidence that support the choice made above.**

* + District Communications/forms: Extent to which writing is direct, avoids jargon and displays sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home
  + District website; local cable TV channels; newsletters; brochures: Data gathered from these sites; surveys; usage patterns; content of print material; information on extended learning opportunities for parents
  + District/School Program and Curriculum Committees: Extent of parent participation
  + School Improvement Framework: IV1A2 Diversity; IV 1B1 Volunteering; IV 1B2 Extended Learning Opportunities; IV 1B3 Decision-Making

[**Parent/Family Involvement (IV – School and Community Relations)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?

[**Community Involvement (IV – School and Community Relations)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**IV.2.A.1: Purposeful Communication and Collaborative Relationships**

The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

*Benchmark A: Communication - School/parent/family communications are two-way, ongoing and meaningful.*

* Stakeholders, particularly the underserved, are provided a variety of opportunities to actualize the district's vision through provision of input for or involvement in decisions about the operation of the district. The district develops, supports and sustains partnerships involving school, civic, counseling, cultural, health, recreation and other agencies, organizations and businesses to serve students and families. The district employs strategies to communicate with and attract diverse businesses with employees from a variety of cultural, socio-economic and diverse language backgrounds. . The district develops and sustains partnerships with a variety of local businesses and community organizations in order to match individual schools to partners who provide real-world connections to the curriculum. The district systematically gathers data from multiple sources in order to measure the effectiveness of its stakeholder communication and involvement strategies.
* Stakeholders are provided a variety of opportunities to provide input for decisions about district operation and they are given a prescribed role on committees that make the decisions. The district facilitates the development of partnerships involving school, civic, counseling, cultural, health, recreation and other agencies. The district encourages the involvement of organizations populated by individuals from diverse backgrounds and cultures. . In order to provide real-world connections to the curriculum, the district actively seeks partnership commitments from businesses and community agencies and then matches them to individual schools. The district periodically gathers data from several sources in order to measure the effectiveness of its stakeholder communication and involvement strategies.
* The district solicits feedback from stakeholders to inform decisions designed to implement the district's vision. The district assists in the formation of partnerships initiated at the individual school level. The district assists the schools in the formation of partnerships with local businesses and community agencies so that the schools have closer connections with real-world applications to the curriculum. . The district gathers annual data from limited sources to measure the effectiveness of its stakeholder communication and involvement strategies.
* Limited opportunities exist to receive feedback from stakeholders to inform decisions designed to implement the district vision. The district encourages the schools to develop partnerships. Individual schools solicit their own local businesses and community agencies to form partnerships to enhance their curriculum. The district compiles and reviews data gathered at the school level assessing the effectiveness of each school's communication and involvement strategies.

**Select all the evidence that support the choice made above.**

* + District Written Communications and Forms: Extent to which print material reaches and is understood by all stakeholders.
  + Documentation of Partnerships: Listing by school; number of schools, students involved; description of activities, content
  + School Improvement Framework: IV 2A1 Methods; IV 2B1 Business Community; IV 2B4 Collaboration

[**Community Involvement (IV – School and Community Relations)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?

[**Data Management (V – Data Management)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**V.1.A.1: Comprehensive, Accessible and Meaningful Data System**

Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

*Benchmark A: Data Generation, Identification and Collection - Schools have a process for the generation, identification and collection of student and school information.*

* The district has established, and is implementing, a comprehensive assessment system, providing longitudinal and current data, aligned with clearly defined student performance measures, evaluated annually, and yielding information which is reliable, valid and bias free. Prior to its establishment, a variety of stakeholders have been involved in a dialog about the purpose, users and uses of the system . The district has implemented a system-wide framework for using multiple sources of disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders, teachers and other stakeholders in understanding student performance, district and school effectiveness, and the impact of improvement efforts on student achievement.
* The district has established and is implementing a comprehensive assessment system, providing longitudinal and annual data, aligned with clearly defined student performance measures, evaluated periodically and yielding information which is reliable, valid and bias free. . The district has implemented a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness.
* The district has established a comprehensive assessment system, aligned with clearly defined performance measures. In order to improve the quality of the system, the district is assessing whether or not the information obtained from the system is reliable, valid and bias free. The district is in the process of implementing a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness.
* The district is in the process of establishing an assessment system. The priority is that the assessment system is aligned with student performance measures. The district provides disaggregated data to the schools for their use in understanding student performance.

**Select all the evidence that support the choice made above.**

* + Data Reports: Data tables & arrays
  + Description of Assessment System: Data provided, timelines for provision
  + North Central Accreditation: 4.1 Performance measures for student learning
  + School Improvement Framework: V 1A1 Purpose; V 1A5 Technical Quality; V 1C1 Process

[**Data Management (V – Data Management)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?

[**Information Management (V – Data Management)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**V.2.A.1: Systematic Support for Data Analysis**

District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

*Benchmark A: Analysis and Interpretation - Staff members use appropriate methods to examine data and collaboratively determine its possible meaning.*

* District leaders have expertise in data analysis and have provided resources and personnel to assure that all instructional staff have been trained in and use data analysis techniques. These techniques include consideration of such factors as multiple types and sources of data, disaggregation, comparisons across groups, benchmarking and longitudinal data. . In support of the district's adoption of a continuous improvement cycle, a collaborative school improvement partnership between district and school staff has been established. The partnership analyzes the data, identifies gaps between expectations for student learning and student performance, evaluates the effectiveness of curriculum and instruction, and plans for interventions designed to improve student performance.
* The district has provided resources and personnel to train district leaders and the majority of instructional staff in data analysis techniques. These techniques include consideration of such factors as multiple types and sources of data, disaggregation, comparisons across groups, benchmarking and longitudinal data. District personnel work with the school improvement team to identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and implement interventions designed to improve student performance.
* Some district leaders and school staff have received training from the district in basic data analysis techniques such as data disaggregation and comparisons across groups. District personnel are assigned to meet with the school principal and/or school leadership to analyze the school data to inform strategies to incorporate into the school improvement plan.
* Although the district has provided no formal training, some district and school staff understand basic data analysis techniques such as data disaggregation and comparisons across groups.

**Select all the evidence that support the choice made above.**

* + North Central Accreditation: 2.8 Systematic analysis and review of student performance; 4.6 Verifiable growth in student performance
  + Professional Development Plan: Evidence of training in data analysis techniques
  + School Improvement Framework: V 2A1 Analysis; V 2A2 Dialog About Meaning
  + School Improvement Planning Process Description: Documentation of the use of a continuous improvement planning cycle

**V.2.B.1: Informed Data-Based Decision-Making**

System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

*Benchmark B: Applications - Data is used to inform school decisions including monitoring and adjusting teaching for learning.*

* The district frequently employs multiple types and sources of data to conduct a systematic analysis of instructional and organizational effectiveness. The results, informed by research, are routinely used to understand and improve student performance and school and system effectiveness and to support most district-wide decisions. . The district provides guidance and training to assure that all instructional and administrative staff at the schools can interpret and use disaggregated data to inform classroom and school-wide practices. It monitors the results to assure that the training is useful to school leaders, teachers and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.
* The district periodically conducts a systematic analysis of instructional and organizational effectiveness. The results are used to understand and improve student performance and school and system effectiveness and to support most district-wide decisions. The district provides guidance and training to support instructional and administrative staff in the interpretation and use of disaggregated data to inform classroom and school-wide practices. Feedback is gathered to determine the usefulness of the training to school leaders in understanding student performance and school effectiveness.
* The district conducts an analysis of instructional effectiveness. The results are communicated to the schools for their use in school improvement. The district provides training to key administrative staff in the interpretation and use of disaggregated data.
* Any analysis of instructional effectiveness occurs at the school level. The district expects schools to provide staff training in the use of disaggregated data.

**Select all the evidence that support the choice made above.**

* + District Evaluation Report: Description of results; use of results
  + North Central Accreditation: 3.3 Data-based decision-making; 3.4 Research-based instruction; 4.4 Student performance and system effectiveness; NCA 4.6 Multiple sources of evidence
  + Professional Development Descriptions: Evidence of training in data-based decision-making and analysis of disaggregated data
  + School Improvement Framework: V 2B2 Data-Driven Decision-Making

[**Information Management (V – Data Management)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

What in our systems and practices may be impacting our student achievement goals?