



MICHIGAN  
SCHOOL IMPROVEMENT  
COMPREHENSIVE NEEDS ASSESSMENT  
DISTRICT



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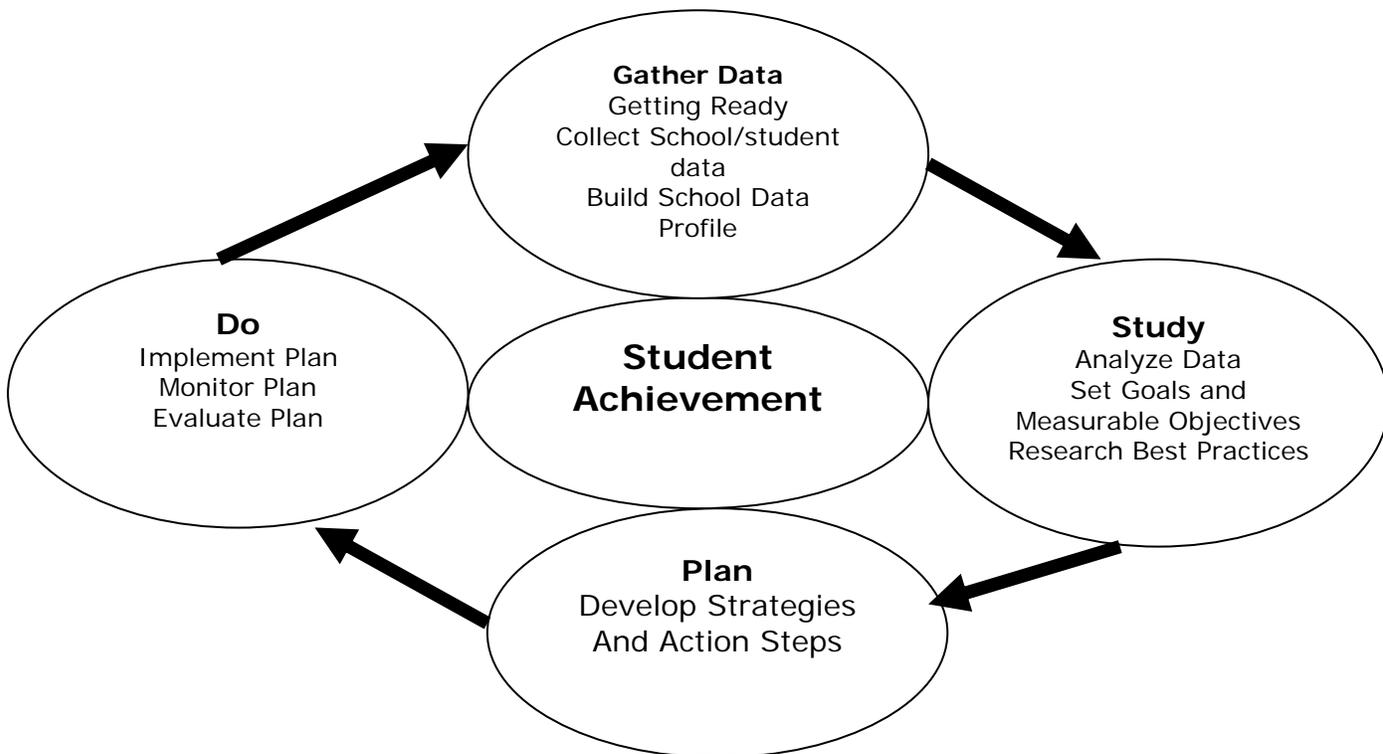
# Introduction

The District Comprehensive Needs Assessment (DCNA) was developed to be used as a tool to assist a **district** staff in determining the strengths and challenges of their district. The DCNA assesses the information, and student data, as well as the system processes and protocols of practice that are in place to support student academic achievement.

## Model of Process Cycle for School Improvement

The School Improvement Framework (SIF) establishes a vision for district and school improvement. The Process Cycle for School Improvement has four major components that cycle in continuous praxis around student achievement. They are:

- **Gather Data I** (goals)? Where are we now (status) and where do we want to be
- **Study/Analyze** analysis)? What did the data/information we collected tell us (gap
- **Plan** resources How do we organize our work so that it aligns to our goals and (Plan)?
- **Do** the plan Staff implements the strategies and action steps outlined in (Implementation and Monitoring).
- **Gather Data II** (Evaluation and Revisions)? Where are we now (status) and did we reach our goals



While the SIF provides the vision for school improvement, the DCNA is a tool that supports two of the four areas of the School Improvement Process: **Gather Data** and **Study**.

The following pages provide sample data charts and probing questions to create dialogue about student and district data. They are designed to facilitate a deeper reflection into a district's data/information and protocols of practice in order to identify areas of need.

Data/information from the DCNA can be used to write a district improvement plan that includes specific student achievement goals, objectives, and strategies designed by the stakeholders. It is suggested that a DCNA be conducted once every three years, coinciding with the district improvement planning cycle, and revisited annually for evaluation and revisions as needed. Districts that receive any of the federal grant resources are required to complete a comprehensive needs assessment in order to be eligible to receive any of the federal consolidated grant dollars.

Sources of data/information that serve the process of needs identification can include: district self-assessment using the DCNA; evaluation data from the current district improvement plan; information contained in the district report card; district's annual education report; and student test data from multiple sources.

Web sites that can assist with data collection include: [www.michigan.gov/meap](http://www.michigan.gov/meap) , [www.michigan.gov/mepr](http://www.michigan.gov/mepr) , and [www.michigan.gov/cepi](http://www.michigan.gov/cepi), and [www.data4ss.org](http://www.data4ss.org).

The DCNA consists of three sections:

- o **District Data Profile and Analysis:** Assesses current student achievement data and information about the district. The resulting Student Data Analysis Report can be used for district improvement planning purposes. The report includes: 1) identification of student learning goals; 2) gaps between where student achievement is currently and where you want student achievement to be; and 3) identification of contributing causes for gaps in achievement.
- o **District Processes Analysis and Profile:** Assesses the system processes and protocols of practice that are in place to support student academic achievement. The assessment focuses on the Indicators contained in the School Improvement Framework Rubrics. Standard and Strand analysis reports have been included to organize the identified strengths and challenges in system processes and protocols of practice.
- o **District Comprehensive Summary Report:** Provides a format to align identified student achievement challenges with system challenges. This report will provide district staff with useful information for developing the district improvement plan.

### **Summary of Uses for the DCNA**

- o Guide the district's identification of additional resources (grants) to support its goals and objectives.
- o Periodically review and/or evaluate district implementation of indicators that are aligned to the School Improvement Framework.
- o Serve as the basis for all other needs assessments that may be required of the district.
- o Serve as the district's professional learning plan as required by Public Act 25 (PA25).
- o Serve as the district's technology plan.
- o Comply with federal grant requirements of aligning resources with identified needs through a comprehensive needs analysis. (District Comprehensive Analysis Report)

Electronic versions of this document are available at  
[www.michigan.gov/schoolimprovement](http://www.michigan.gov/schoolimprovement)

# District Process Profile

# DISTRICT IMPROVEMENT INDICATORS

## **STRAND I: TEACHING FOR LEARNING**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

### **STANDARD 1: CURRICULUM**

Schools/Districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

#### **Benchmark: A - Aligned, Reviewed & Monitored**

#### **Indicator 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.

#### **GUIDING QUESTIONS**

1. How are the district learning standards aligned with the content expectations or the Michigan Curriculum framework?
2. What are the district processes for coordinating curriculum district-wide?
3. How does the district assure that the written curriculum is vertically and horizontally aligned across content areas and grade levels?

<b>SCOPE OF PRACTICE</b>			
<b>GETTING STARTED</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>IMPLEMENTED</b>	<b>EXEMPLARY</b>
<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district is in the process of completing the alignment of curriculum, instruction and assessment.</li> <li>➤ The district has initiated the documentation of a challenging curriculum that meets the needs of all students and addresses issues of equity and diversity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Curriculum documents represent a vertical and horizontal picture of what is expected at grade levels and content areas.</li> <li>➤ Curriculum documents address issues of equity, diversity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ The curriculum provides for challenging content and its inclusiveness reflects a commitment to equity and diversity.</li> </ul>

<b>SUGGESTED DATA SOURCES</b>	
<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> School Improvement Framework	I 1A1 Curriculum Documents; I 1A2 Standards Alignment; I 1A5 Inclusive; I 1B1 Staff
<input type="checkbox"/> Curriculum Guides	Guides reference the Michigan Curriculum Framework and contain benchmarks, content expectations and scope and sequence.
<input type="checkbox"/> Curriculum maps	Maps contain specific information regarding what is taught and where it is taught

**STRAND I: TEACHING FOR LEARNING**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

**STANDARD 1: CURRICULUM**

Schools/Districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' involvement in the construction and application of knowledge.

**Benchmark: B - Communicated**

**Indicator 2: 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.

**GUIDING QUESTIONS**

1. How does the district curriculum provide for students' active involvement in the construction and application of knowledge?
2. How does the district articulate the essential curricular content?
3. What district policies support school level and district-wide communication about the curriculum?
4. What process does the district use to establish and build a common knowledge and understanding of the curriculum?
5. What is the curriculum review process and how often does it occur?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ The district has not focused on the development of a scope and sequence in each core area.</li> <li>➤ Communication and articulation of the curriculum is the responsibility of each individual school.</li> <li>➤ District policies do not delineate procedures regarding communication of the curriculum to parents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ The district has developed curriculum documents for all grades and content areas and is in the process of designing a scope and sequence.</li> <li>➤ The district has one primary strategy for communicating the curriculum to parents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has a written curriculum which is focused on teachers' and students' active involvement in the construction and application of knowledge.</li> <li>➤ The district sets clear expectations for the vertical and horizontal articulation of curriculum, instruction and assessment.</li> <li>➤ The district has articulated clearly stated policies and suggested procedures that provide a uniform application of the curriculum at the school level.</li> <li>➤ Several strategies are in place to communicate the curriculum to parents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ The district facilitates a cross-school dialog to provide common articulation of the curriculum.</li> <li>➤ 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.</li> </ul>
SUGGESTED DATA SOURCES			
SOURCE		DESCRIPTION	
<input type="checkbox"/> School Improvement Framework		I 1A1 Curriculum Documents; I 1A3 Articulated Design; I 1A4 Curriculum Review; I 1B1 Staff; I 1B3 Parents	

<input type="checkbox"/> 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
<input type="checkbox"/> Meeting Agendas	Description of parent education sessions
<input type="checkbox"/> Written documents; brochures; flyers	Focus on understanding of curriculum in parent-friendly language

**STRAND 1: TEACHING FOR LEARNING**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

**STANDARD 2: INSTRUCTION**

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

**Benchmark: A-Planning**

**Indicator 3: 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.

**GUIDING QUESTIONS**

1. What is the district-wide vision for quality instruction?
2. How does the district assure that research-based instructional practices are being implemented across the district?
3. In what ways does the district support the schools in providing culturally relevant instructional practices?
4. How does the district promote common instructional practices at each grade level? Across grades?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ Instructional planning occurs independently at each school, primarily by grade level or content area.</li> <li>➤ Individual teachers have the autonomy to choose their own version of best practices.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has directed each school to develop and implement its own vision of best instructional practice.</li> <li>➤ Teachers are held accountable by the school administration to implement best practice strategies in the classroom.</li> <li>➤ Some evidence exists at the individual school level that demonstrates the use of best practice strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has in place a process to establish a common instructional framework that includes representation from all schools.</li> <li>➤ The framework is based upon rigorous instructional practices and includes strategies to differentiate instruction.</li> <li>➤ All schools in the district can demonstrate, through classroom practices, consistent implementation of the framework.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ The common instructional framework is based upon data from student work and assessment results and consistent with the district's scope and sequence.</li> <li>➤ 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.</li> <li>➤ Extensive use of the framework is clearly visible in the classrooms at each school in the district.</li> </ul>
SUGGESTED DATA SOURCES			
SOURCE		DESCRIPTION	
<input type="checkbox"/> School Improvement Framework		I 2A1 Content Appropriateness; I 2A2 Developmental Appropriateness; I 2B2 Best Practice	
<input type="checkbox"/> Written Instructional Framework		Consistency with scope and sequence; examples of rigorous instructional practices; provisions for learning styles and cultural differences	

District adopted texts and other resources

Materials are aligned with standards and field tested

**STRAND 1: TEACHING FOR LEARNING**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

**STANDARD 2: INSTRUCTION**

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

**Benchmark: B - Delivery**

**Indicator 4: 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.

**GUIDING QUESTIONS**

1. How does the district ensure coherence in the delivery of research-based instructional practices?
2. What strategies does the district use to enhance the formation and development of collaborative school teams?
3. How is collaboration modeled at the district level?
4. How does the district support low-achieving and special education students?

<b>SCOPE OF PRACTICE</b>			
<b>GETTING STARTED</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>IMPLEMENTED</b>	<b>EXEMPLARY</b>
<ul style="list-style-type: none"> <li>➤ The district periodically provides whole district professional development focused on particular instructional practices. These practices are not part of a coherent framework.</li> <li>➤ It is up to the individual teachers to determine the most effective way to implement the results of professional development.</li> <li>➤ Additional support for special education students is provided as required by law.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Team participants employ the strategies in their individual classrooms and share the results with the entire school and recommendations are made to the district.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district directs the schools to target resources to implement professional development plans that support a common instructional framework.</li> <li>➤ The district assists the schools as they attempt to provide collaborative teams with common time to implement the framework.</li> <li>➤ In addition to the school's budget, the district allocates on a formula basis, additional resources to support low-achieving and special education students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ To enhance the professional development program, the district provides resources and logistics to support the implementation of collaborative school teams.</li> <li>➤ 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.</li> </ul>
<b>SUGGESTED DATA SOURCES</b>			
<u>SOURCE</u>		<u>DESCRIPTION</u>	
<input type="checkbox"/> School Improvement Framework		I 2B1 Delivered Curriculum; I 2B3 Student Engagement; II 2A2 Learning Focused	
<input type="checkbox"/> District Professional Development Plan		Coherence of plan; demonstration of professional development focused on a common framework	

<input type="checkbox"/> Plans for Special Populations	Demonstration of support for low-achieving and Special Education students
<input type="checkbox"/> School schedule; School Improvement Plan	Description of collaborative team structure and schedule

**STRAND 1: TEACHING FOR LEARNING**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

**STANDARD 3: ASSESSMENT**

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

**Benchmark: A - Aligned to Curriculum & Instruction**

**Indicator 5: 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.

**GUIDING QUESTIONS**

1. How does the district monitor the effectiveness and usefulness to the schools of data gathered at the district level: To inform progress in student achievement? To analyze and reform instructional practice?
2. What types of data is gathered to evaluate the internal operations at the district level? What changes have occurred as a result of this analysis?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ The district annually reviews policies and procedures to determine whether any revisions are required.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Each year, the district provides the school an analysis of multiple measures of data.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
SUGGESTED DATA SOURCES			
SOURCE		DESCRIPTION	
<input type="checkbox"/> School Improvement Framework		I 3A3 Multiple Measures; I 3B2 Informs Curriculum and Instruction; I 3B3 Meets Student Needs	
<input type="checkbox"/> District Data System		Evidence of disaggregation of data through multiple sources; documentation of longitudinal data-gathering	
<input type="checkbox"/> District Improvement Plan		Documentation of data informing progress on achieving district targets	



**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 1: INSTRUCTIONAL LEADERSHIP**

School leaders create and sustain a context for learning that puts students’ learning first.

**Benchmark: A - Educational Program**

**Indicator 6: 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.

**GUIDING QUESTIONS**

1. How does the district communicate high standards for teaching and learning and monitor implementation of these standards?
2. How do district leaders model the belief that all students can learn to high standards? How does the district help all staff to share this belief and behave accordingly?
3. What accountability measures does the district employ to assure that all adults are accountable for student success?
4. What strategies are employed at the district level to close the achievement gap?
5. How does the district support the schools in the implementation of rigorous and equitable practices?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY

<ul style="list-style-type: none"> <li>➤ It is the responsibility of the school principal to monitor instruction and provide feedback regarding achievement test results.</li> <li>➤ The district expects individual schools to use achievement test scores as the basis for the design of initiatives to improve instruction.</li> <li>➤ 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.</li> <li>➤ The district expects each school to review and modify its equitable practices.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ In order to improve student achievement, the district provides guidance in the design of support systems for students needing additional academic support.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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 meeting achievement expectations.</li> <li>➤ District leaders are involved in the improvement of instruction, highly visible in the schools, and educate and engage the school board on powerful instruction.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
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**SUGGESTED DATA SOURCES**

<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> School Improvement Framework	II 1B1 Monitoring; I 1B4 Clear Expectations
<input type="checkbox"/> North Central Accreditation	3.8 Interventions to help students meet expectations; 3.9 Climate that supports student learning
<input type="checkbox"/> Class/Extra-Curricular Rosters	Demonstration of equitable distribution of ethnicity
<input type="checkbox"/> District/School Budget	Funding for student support structures

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 1: INSTRUCTIONAL LEADERSHIP**

School leaders create and sustain a context for learning that puts students' learning first.

**Benchmark: B - Instructional Support**

**Indicator 7: 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.

**GUIDING QUESTIONS**

1. In what ways is collaborative practice modeled at the district level?
2. How does the district support school level and cross-school communication and collaboration efforts? What resources are provided?
3. How does the district involve all stakeholder groups in decision-making?
4. What district policies/governance support communication and collaboration among staff? Parents? Community?
5. How does the district measure the extent to which students feel empowered and collaborate to achieve success?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY

<ul style="list-style-type: none"> <li>➤ Any collaborative culture that actually exists has been developed at the building level.</li> <li>➤ The district encourages the schools to develop professional learning communities.</li> <li>➤ Traditional stakeholder groups inform decision-making at the school and district levels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district supports the establishment of professional collaborative relationships.</li> <li>➤ The district has encouraged the schools to develop professional learning communities and has provided limited resources to reach this goal.</li> <li>➤ The district is in engaged in the process of establishing stakeholder networks in order to inform district-wide decision-making.</li> <li>➤ The district has begun to develop collaborative strategies that address employee relations and a delineation of school and district roles and responsibilities.</li> <li>➤ Schools periodically evaluate collaboration efforts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Evaluation of the success of collaborative efforts occurs annually at the district level. The results of this evaluation guide collaborative improvement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
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**SUGGESTED DATA SOURCES**

<u>SOURCE</u>	<u>DESCRIPTION</u>
<input type="checkbox"/> School Improvement Framework	II 1A6 Change Agent; II 1B2 Coaching and Facilitating; II 1B5 Collaboration and Communication
<input type="checkbox"/> District Professional Development Calendar	Evidence of organization by collaborative teams; Focus on collaborative skills
<input type="checkbox"/> Meeting Minutes	Description of collaboration with employee groups
<input type="checkbox"/> Surveys	Feedback regarding collaborative efforts

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 1: INSTRUCTIONAL LEADERSHIP**

School leaders create and sustain a context for learning that puts students’ learning first.

**Benchmark: B - Instructional Support**

**Indicator 8: 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.

**GUIDING QUESTIONS**

1. How are district-wide visions of powerful teaching and learning developed and implemented?
2. How does the district develop coherent practices to improve teaching and learning?
3. What common instructional practices are in place across all schools?
4. How does the district support and monitor school implementation of rigorous and relevant class work for all students?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Although a district vision is in place, the district has not developed a specific set of instructional goals and methodologies.</li> <li>➤ District personnel are assigned schools to monitor successful implementation of the school improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A district vision is created with input from the schools and is incorporated into the district strategic plan.</li> <li>➤ Based upon the vision, the district is in the process of developing a specific set of instructional goals and methodologies.</li> <li>➤ District personnel are assigned to monitor schools and consult with principals to provide advice in the successful implementation of the school improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Based upon the vision, the district has developed a specific set of instructional goals and methodologies that influence instructional practices at each school.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>

SUGGESTED DATA SOURCES	
SOURCE	DESCRIPTION
<input type="checkbox"/> School Improvement Framework	I 1B4 Clear Expectations; II 1B1 Monitoring
<input type="checkbox"/> North Central Accreditation	3.8 Student interventions; 3.9 Climate to support student learning
<input type="checkbox"/> District Strategic Plan	Description of district vision
<input type="checkbox"/> Strategic planning minutes	Evidence of collaboration with stakeholders
<input type="checkbox"/> Professional Development Plan	Evidence of a match between the district vision and professional development practices.

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 2: SHARED LEADERSHIP**

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

**Benchmark: A - School Culture & Climate**

**Indicator 9: 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.

**GUIDING QUESTIONS**

1. How is the district vision incorporated into its policies and procedures?
2. What accountability measures are in place to assure that each school in the district has aligned curriculum, instruction and assessment?
3. What policies and procedures are in place to ensure equity of learning opportunities?
4. How does the district assure that tracking of students has been eliminated?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY

<ul style="list-style-type: none"> <li>➤ The district has a standard set of policies and procedures in place.</li> <li>➤ Any policies related to the alignment of curriculum, instruction and assessment are initiated at the school level.</li> <li>➤ Policies regarding safety and crisis management are determined by each individual school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ District policies and procedures are being revised based upon its vision.</li> <li>➤ The district is in the process of implementing policies that address the alignment of curriculum, instruction and assessment.</li> <li>➤ 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.</li> <li>➤ The district expects individual schools to determine practices and policies that address underserved populations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Board policy focuses on equity practices designed to achieve success for all students with particular attention paid to underserved populations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
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**SUGGESTED DATA SOURCES**

<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> School Improvement Framework	II 2A1 Safe and Orderly; II3B2 District; II2B3 Inclusive and Equitable
<input type="checkbox"/> North Central Accreditation	2.1 Governance and Leadership
<input type="checkbox"/> Policies and Procedures Manual	Crisis procedures; school safety guidelines; equity policies; requirements for alignment of curriculum, instruction and assessment

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 2: SHARED LEADERSHIP**

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

**Benchmark: B - Continuous Improvement**

**Indicator 10: 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.

**GUIDING QUESTIONS**

1. How does the district build a culture of shared leadership?
2. What strategies does the district employ to ensure that the improvement goals reflect student learning needs?
3. How does the district build learning environments to ensure staff is willing to take the risks associated with reform efforts?

<b>SCOPE OF PRACTICE</b>			
<b>GETTING STARTED</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>IMPLEMENTED</b>	<b>EXEMPLARY</b>
<ul style="list-style-type: none"> <li>➤ The accountability for student learning is the responsibility of each individual school.</li> <li>➤ 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.</li> <li>➤ Professional learning communities are organized at the individual school level.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district acknowledges that all adults in the system should be accountable for student learning</li> <li>➤ Leadership is distributed among the superintendent, central office administrators and principals. School and district decisions are made independently of one another.</li> <li>➤ The district encourages schools to develop professional learning communities focused on student learning at the school.</li> <li>➤ Leadership at the district or school level may initiate school reform. Responsibility for the success of the reforms rests with the schools.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district encourages all adults in the system to be accountable for student learning and is developing new strategies to successfully meet this goal.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ The district is building a climate of trust throughout and shares in the responsibility for the success of school reform efforts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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. Staffs at both levels are encouraged to take the risks associated with reform.</li> </ul>

<b>SUGGESTED DATA SOURCES</b>	
<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> North Central Accreditation	2.1 Governance and Leadership
<input type="checkbox"/> School Improvement Framework	II 2A6 Collaborative Decision-Making Process
<input type="checkbox"/> Surveys	Extent to which respondents report shared leadership and collaboration
<input type="checkbox"/> District Policies/Procedures Manual	Description of decision-making process

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 2: SHARED LEADERSHIP**

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

**Benchmark: B - Continuous Improvement**

**Indicator 11: 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.

**GUIDING QUESTIONS**

1. What is the district's continuous improvement process and how does this process impact planning at the schools?
2. How does the district address the achievement gap and what role does the district play in assisting the schools to address this gap?
3. What steps does the district take to insure that the improvement goals reflect student learning needs?
4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved and communicated to stakeholders?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY

<ul style="list-style-type: none"> <li>➤ The school improvement planning process is the primary source for continuous improvement.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district has provided the schools with a continuous improvement framework consistent across schools but not consistently applied from school to school.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
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**SUGGESTED DATA SOURCES**

<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> North Central Accreditation	7.1 Commitment to continuous improvement; 7.7 Evaluates and documents effectiveness of continuous improvement process
<input type="checkbox"/> School Improvement Framework	II 2B2 Results-Focused Plan
<input type="checkbox"/> District Strategic Plan	Description of continuous improvement cycle; professional development initiatives and plan
<input type="checkbox"/> School Improvement Plan	Action plan demonstrating use of data and strategies to be implemented.

**STRAND II: LEADERSHIP**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**STANDARD 3: OPERATIONAL AND RESOURCE MANAGEMENT**

School leaders organize and manage the school to support teaching for learning.

**Benchmark: A - Resource Allocation**

**Indicator 12: 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.

**GUIDING QUESTIONS:**

1. How does the district determine the adequacy of resources needed and provided to improve student learning?
2. How are internal and external resources developed, managed and allocated across the district?
3. How does the district assure equity in allocating resources to the schools?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY

<ul style="list-style-type: none"> <li>➤ The district provides minimal support and allocates resources equally to each school.</li> <li>➤ Professional and support staff is assigned to schools based upon compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience).</li> <li>➤ The district annually budgets resources to support its educational programs.</li> <li>➤ Although technology and related resources are available at the schools, they are updated infrequently.</li> <li>➤ The district sets staffing, schedules and budgets for each school.</li> <li>➤ Any increase in instructional or collaborative time occurs at the school level with current formula funds.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district provides direction, resources and limited assistance in order to meet organizational and student performance goals.</li> <li>➤ 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).</li> <li>➤ The district annually budgets sufficient resources to support its educational programs and implement its plans for improvement.</li> <li>➤ The district provides resources for quality instruction. It updates technology, infrastructure and equipment on a cycle prioritizing those schools whose equipment has become obsolete.</li> <li>➤ Schools have limited autonomy over staffing, schedules and budgets.</li> <li>➤ The district has devoted some discretionary funding to increasing instructional and collaborative time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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).</li> <li>➤ The district engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and implement its plans for improvement.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Increasing time for instruction and collaboration is a priority for the district and a portion of discretionary funding is set aside for this purpose.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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).</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
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**SUGGESTED DATA SOURCES**

<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> School Improvement Framework	II 1A3 Technology; II 3A1 Human Resources; II 3A2 Fiscal; II 3B1 State and Federal
<input type="checkbox"/> 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

District long-range budget plan

Resource allocation



**STRAND III: PERSONNEL AND PROFESSIONAL LEARNING**

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes, and beliefs necessary to create a culture with high levels of learning for all.

**STANDARD 1: PERSONNEL QUALIFICATIONS:**

School/district staff qualifications, knowledge and skills support student learning.

**Benchmark: A - Requirements**

**Indicator 13: 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.

**GUIDING QUESTIONS:**

1. How does the district assure that it employs the most highly qualified teachers available?
2. What procedures are in place to assure that the most qualified teachers are placed with the students most in need?
3. What has been the history of attracting and retaining teachers of color and bilingual staff?
4. How does the district monitor the effectiveness of the new teacher induction and mentoring program over time?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY

<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ No plan is in place for the recruitment, training and retention of highly qualified staff.</li> <li>➤ A three-year induction/mentor ing program is the responsibility of the local school. The district provides guidance as requested by the school.</li> <li>➤ <b>Note: scoring in this area may indicate that the district does not meet current federal and state standards for staff qualifications</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ 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).</li> <li>➤ The district has a written plan for the recruitment, training and retention of highly qualified instructional staff, but has yet to implement the plan.</li> <li>➤ 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.</li> <li>➤ <b>Note: scoring in this area may indicate that the district does not meet current federal and state standards for staff qualifications.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ The qualifications of all permanent staff meet state and district certification requirements in the content areas and grade levels as outlined in NCLB.</li> <li>➤ The district is promoting continuous professional learning, and as such is encouraging its teachers to work toward National Board Certification.</li> <li>➤ <b>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.</b></li> <li>➤ 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.</li> <li>➤ The district has a plan in place, implemented and monitored, to recruit, train and retain highly qualified instructional staff.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In addition to full qualifications for all permanent staff in the district, some instructional staff is currently working toward National Board Certification and others have received certification as outlined in NCLB.</li> <li>➤ 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.</li> <li>➤ The district's vision for teaching and learning guides the recruitment, placement and professional development of professional staff.</li> <li>➤ 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.</li> <li>➤ The district has developed strategies to attract and retain an ethnically diverse staff.</li> <li>➤ 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.</li> </ul>
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**SUGGESTED DATA SOURCES**

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

**STRAND III: PERSONNEL AND PROFESSIONAL LEARNING**

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes, and beliefs necessary to create a culture with high levels of learning for all.

**STANDARD 2: PROFESSIONAL LEARNING**

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

**Benchmark A: Collaboration**

**Indicator 14: 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.

**GUIDING QUESTIONS:**

1. How are scarce district resources allocated to schools to support the development and continuation of job-embedded professional learning communities? How are district staff members organized into professional learning communities?
2. How does the district assure coherence in curriculum, instruction and assessment through professional development structure and content?
3. What types of data drive professional development choices?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY

<ul style="list-style-type: none"> <li>➤ Professional learning communities are formed based upon individual school initiative.</li> <li>➤ 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.</li> <li>➤ The organization and content of any non-scheduled professional development time is the responsibility of the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district encourages all schools to organize instructional staff into professional learning communities.</li> <li>➤ Professional development initiatives are driven by the school improvement plan with little direction from the district.</li> <li>➤ The district encourages school administrators to deliver professional development through collaborative teams.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district structures professional development around professional learning communities and encourages dialog across instructional levels and content areas.</li> <li>➤ The district provides a common focus for professional development around curriculum, instruction and assessment.</li> <li>➤ 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</li> <li>➤ Annual professional development growth plans are required of all professional staff.</li> <li>➤ Periodic evaluation of professional development initiatives occurs at the district level.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district structures professional development so that all instructional staff at the schools actively participate in professional learning communities across instructional levels and content areas. It also supports job-embedded collaboration with time and funding.</li> <li>➤ 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.</li> <li>➤ District and school staff 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.</li> <li>➤ The district requires annual professional development and growth plans for all staff members to meet their individual needs.</li> <li>➤ Through a continuous improvement process, the district frequently evaluates the professional development initiatives and implementation structures and revises them as necessary.</li> </ul>
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<b>SUGGESTED DATA SOURCES</b>	
<b>SOURCE</b>	<b>DESCRIPTION</b>
<input type="checkbox"/> Professional Development Plan	Evidence of common key topics across the district; demonstration of content focused on equity and underserved populations
<input type="checkbox"/> District Budget	Funds devoted to the support of job-embedded professional development at the schools
<input type="checkbox"/> District Assessments	Evaluation of professional development initiatives



**STRAND IV: SCHOOL AND COMMUNITY RELATIONS**

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

**STANDARD 1: PARENT/FAMILY INVOLVEMENT**

Schools actively and continuously involve parents and families in student learning and other school activities.

**Benchmark: A - Communication**

**Indicator 15: 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.

**GUIDING QUESTIONS:**

1. What strategies are in place and being considered to communicate with and empower disenfranchised parents?
2. What strategies are in place to assure that parents have an active voice in important district decisions?
3. How does the district demonstrate its support for continuing parent education?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ The district does not have a policy about school-level parental communication in school decisions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ The district's structure for parent involvement and decision-making at the school level is through a parent advisory committee.</li> <li>➤ The district is in the process of adopting a set of strategies to involve parents from diverse backgrounds.</li> <li>➤ The district relies on any data gathered by the schools to measure the effectiveness of its parent communication and involvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district employs a variety of strategies to collect parent feedback prior to making budgetary and programmatic decisions.</li> <li>➤ The district encourages all schools to incorporate parental communication policies and include parents in the dialogue associated with the school's decision-making process.</li> <li>➤ 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.</li> <li>➤ The district regularly gathers and evaluates data about the effectiveness of the parent communication and involvement strategies.</li> <li>➤ The district provides parent education training.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ The district has put into place a system-wide parent education program to foster the ability of parents to improve their own parenting skills.</li> </ul>
SUGGESTED DATA SOURCES			
SOURCE		DESCRIPTION	
<input type="checkbox"/> School Improvement Framework		IV1A2 Diversity; IV 1B1 Volunteering; IV 1B2 Extended Learning Opportunities; IV 1B3 Decision-Making	

<input type="checkbox"/> 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
<input type="checkbox"/> 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
<input type="checkbox"/> District/School Program and Curriculum Committees	Extent of parent participation

**STRAND IV: SCHOOL AND COMMUNITY RELATIONS**

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

**STANDARD 2: COMMUNITY INVOLVEMENT**

The community at large is supportive of and involved in student learning and other school activities.

**Benchmark: A - Communication**

**Indicator 16: 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.

**GUIDING QUESTIONS:**

1. How does the district build trust, mutual respect and capacity among stakeholders in the system?
2. Do district and school personnel have the knowledge and skills required to facilitate sustained community partnerships?
3. Is the district prepared to accept and meet the challenges of more and different types of engagement with the community?
4. How does the district facilitate the formation of partnerships to enhance each school's ability to engage students in relevant learning experiences?
5. How does the district facilitate the integration of community services into the schools?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ Limited opportunities exist to receive feedback from stakeholders to inform decisions designed to implement the district vision.</li> <li>➤ The district encourages the schools to develop partnerships.</li> <li>➤ Individual schools solicit their own local businesses and community agencies to form partnerships to enhance their curriculum.</li> <li>➤ The district compiles and reviews data gathered at the school level assessing the effectiveness of each school's communication and involvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district solicits feedback from stakeholders to inform decisions designed to implement the district's vision.</li> <li>➤ The district assists in the formation of partnerships initiated at the individual school level.</li> <li>➤ 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.</li> <li>➤ The district gathers annual data from limited sources to measure the effectiveness of its stakeholder communication and involvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ The district periodically gathers data from several sources in order to measure the effectiveness of its stakeholder communication and involvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ The district systematically gathers data from multiple sources in order to measure the effectiveness of its stakeholder communication and involvement strategies.</li> </ul>

SUGGESTED DATA SOURCES	
SOURCE	DESCRIPTION
<input type="checkbox"/> School Improvement Framework	IV 2A1 Methods; IV 2B1 Business Community; IV 2B4 Collaboration
<input type="checkbox"/> District Written Communications and Forms	Extent to which print material reaches and is understood by all stakeholders.
<input type="checkbox"/> Documentation of Partnerships	Listing by school; number of schools, students involved; description of activities, content



**STRAND V: DATA MANAGEMENT**

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

**STANDARD 1: DATA MANAGEMENT**

The school has policies, procedures and systems for the generation, collection, storage and retrieval of its data.

**Benchmark: A - Data Generation**

**Indicator 17: 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.

**GUIDING QUESTIONS:**

1. How does the district determine what data is meaningful to the schools?
2. Describe how the assessment system is currently used in the district to guide analysis of changes in student performance.
3. How is the system's success in meeting the users' needs evaluated? How frequently?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ The district is in the process of establishing an assessment system. The priority is that the assessment system is aligned with student performance measures.</li> <li>➤ The district provides disaggregated data to the schools for their use in understanding student performance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ 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.</li> </ul>

SUGGESTED DATA SOURCES	
SOURCE	DESCRIPTION
<input type="checkbox"/> School Improvement Framework	V 1A1 Purpose; V 1A5 Technical Quality; V 1C1 Process
<input type="checkbox"/> North Central Accreditation	4.1 Performance measures for student learning
<input type="checkbox"/> Description of Assessment System	Data provided, timelines for provision
<input type="checkbox"/> Data Reports	Data tables & arrays

**STRAND V: DATA MANAGEMENT**

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

**STANDARD 2: INFORMATION MANAGEMENT**

The school/district staff collaborates to derive information from data and use it to support decisions.

**Benchmark: A - Analysis & Interpretation**

**Indicator 18: 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.

**GUIDING QUESTIONS:**

1. How are data used in the district to guide analysis of changes in student performance?
2. How are district and school staffs trained to understand and use data?
3. What varieties of demographic and achievement data are collected and analyzed in this system to track student achievement adequately?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>

SUGGESTED DATA SOURCES	
SOURCE	DESCRIPTION
<input type="checkbox"/> School Improvement Framework	V 2A1 Analysis; V 2A2 Dialog About Meaning
<input type="checkbox"/> North Central Accreditation	2.8 Systematic analysis and review of student performance; 4.6 Verifiable growth in student performance
<input type="checkbox"/> Professional Development Plan	Evidence of training in data analysis techniques
<input type="checkbox"/> School Improvement Planning Process Description	Documentation of the use of a continuous improvement planning cycle

**STRAND V: DATA MANAGEMENT**

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

**STANDARD 2: INFORMATION MANAGEMENT**

The school/district staff collaborates to derive information from data and use it to support decisions.

**Benchmarks: B - Applications**

**Indicator 19: 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.

**GUIDING QUESTIONS:**

1. How are data used to evaluate the district and improve district effectiveness?
2. How are data routinely considered in building decision-making activity?
3. In what ways does the district collaborate with staff members to use the results of data analysis?

SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <li>➤ Any analysis of instructional effectiveness occurs at the school level.</li> <li>➤ The district expects schools to provide staff training in the use of disaggregated data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The district conducts an analysis of instructional effectiveness. The results are communicated to the schools for their use in school improvement.</li> <li>➤ The district provides training to key administrative staff in the interpretation and use of disaggregated data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>

SUGGESTED DATA SOURCES	
SOURCE	DESCRIPTION
<input type="checkbox"/> School Improvement Framework	V 2B2 Data-Driven Decision-Making
<input type="checkbox"/> 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
<input type="checkbox"/> District Evaluation Report	Description of results; use of results
<input type="checkbox"/> Professional Development Descriptions	Evidence of training in data-based decision-making and analysis of disaggregated data

