

21st CENTURY SCHOOL FUND

District Readiness Self-Assessment Framework

How to use this tool: This framework was developed to help districts assess their readiness to submit and implement a school transformation proposal as part of the 21st Century Fund. The first three columns describe a continuum of district practice ranging from Less Developed (1) to More Developed (5). Districts are asked to self-assess, by checking one of the five boxes in the yellow column, around ten (10) criteria related to the 21st Century Fund criteria. The fourth column requests additional evidence for some criteria.

Less Developed (1)	<i>Continuum</i> → → → → →					More Developed (5)	<i>Provide evidence where requested</i>
HIGH SCHOOL TRANSFORMATION PLAN							
<p>1. Core Challenges Our district faces many challenges at the high school level. We do not have sufficient data or analytic capacity to prioritize those challenges.</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<p>Our district has used data (student data, personnel data, e.g.) to diagnosis the core challenges facing our high schools. Our analysis has identified several critical reform priorities (the 9th Grade transition, literacy instruction, e.g.).</p>	<p>If you assessed yourself as a 4 or 5, please list the challenge areas you have prioritized:</p> <p>_____</p>
<p>2. Reform Strategy Our district has not developed an intervention strategy. We need support identifying research-based approaches to our core challenges. We have not developed either a clear remediation plan for struggling students or a clearly articulated college access system. We have to develop better strategies to increase personalization (currently, teachers have high student loads, teachers do not have common planning time, teachers share few students in common, guidance staff have high student loads).</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<p>Our district has identified one or several research-based interventions that respond directly to our core challenges. Our reform plan includes both catch-up plans for students entering 9th grade behind in reading and math, and a college-bound system that promotes college access beginning in 9th Grade. Our plan includes components geared to increase personalization (advisory programs, structured student guidance, individualized education plans, e.g.).</p>	<p>If you assessed yourself as a 4 or 5, please briefly describe the intervention(s) you have selected:</p> <p>_____</p>

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DISTRICT POLICY & SUPPORT FOR STRUCTURAL CHANGES							
<p>3. School Restructuring Our district’s high schools are comprehensive and generally do not house smaller programs. We have not determined which schools will be re-structured and how they will be configured (grades served, students per grade), or developed plans for new schools that we would like to open.</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<p>Our district has developed a specific plan for the opening of new schools and/or restructuring of existing schools. We have identified the buildings that will be affected, and have plans for how they will be configured (grades served, students per grade). These plans align with future enrollment projections.</p>	<p>If you assessed yourself as a 4 or 5, please list the schools that have been or will be opened or restructured and their proposed future configuration (grades served, students per grade):</p> <p>_____</p>
<p>4. Admissions Policy Our district currently has no centralized approach to high school admission. Schools offer admission on a first come, first serve basis or apply admission screens. We have not yet developed a plan to ensure open enrollment for new/re-structured schools.</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<p>Our district has developed a high school admissions process that facilitates student and parent choice. We anticipate that there may be more applications than capacity for students at new/restructured schools, and have developed a process to ensure that schools with excess demand award slots via lottery.</p>	
<p>5. Alignment with Middle Grades We have not yet developed a process or plan to align our middle and high school curricula.</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<p>Our proposed secondary portfolio includes 6-12 grade schools OR we have identified other means to align curriculum in grades 6-12.</p>	

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FUNDING SOURCES & INTERMEDIARY PARTNERS							
<p>6. Foundation Partners Our district has not identified the foundation or other partners that will provide grant match dollars. We do not have long-standing relationships with particular foundations or we do not have development staff to cultivate partner relationships.</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<p>Our district has one or several partners that have committed to providing the match dollars required for the 21st Century grant. We have a strong working relationship with those partners and they are supportive of our reform plans.</p>	<p>If you assessed yourself as a 4 or 5, please list the Foundations or other sources that will provide your funding match (place an asterisk next to any that have their own funding criteria or approval processes):</p> <p>_____</p>
<p>7. Intermediary Partners We have not identified an Intermediary/School Developer partner. We need to develop clarity on what role an Intermediary would play in our reform strategy (school transformation, professional development, youth development/student services, e.g.). We lack exposure to potential partners and their models.</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<p>Our district has identified an Intermediary/School Developer partner. The Intermediary's model aligns with the needs and goals of our district, and has a proven track record with districts similar to ours. We have established clear roles and responsibilities between the Intermediary and the district, and have involved them in our planning process.</p>	<p>If you assessed yourself as a 4 or 5, please list the Intermediary your district has chosen to partner with (please also note whether the Intermediary has worked with the district before, and if so for how long and in what context):</p> <p>_____</p>

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INVOLVEMENT OF KEY STAKEHOLDERS							
8. District Leadership What members of the district leadership will be responsible for developing and implementing the transformation strategy?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Our district has identified a person or group to spearhead our reform work. This group has both the authority and resources necessary to support the work.	
9. Parents and the Community We have not yet involved parent or community representatives in our transformation plans. We lack the resources and capacity to develop a communication plan.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	We have involved parents and community representatives in our planning process, or have plans to do so as our planning process gets underway. We have developed a communication strategy that will make the process and/or transformation plans as transparent as possible.	
10. School Board We have not yet informed the School Board of our transformation plan nor have we involved them in the planning process. While we anticipate that Board approvals will be required, we have not yet developed a strategy for fulfilling them.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Our School Board is supportive of our reform plans. The Board has been involved in the planning process and is committed to providing the resources necessary to support our initiatives. We do not anticipate Board requirements to delay our implementation plans.	

ADDITIONAL CRITERIA

The 21st Century Fund Criteria contain stipulations about *Site-based Management* and *Evaluation*. If you assessed your district as generally well developed in the rubric above, please append the following documents to your Self-Assessment:

- a brief statement of commitment to site based management signed by the superintendent/director and local teacher union president.
- An authorized statement that your district will dedicate 5% of the grant budget to rigorous evaluation and will fulfill any data collection requests associated with evaluation of the 21st Century Fund grants.

REQUEST FOR ADDITIONAL SUPPORT

The intent of the 21st Century School Fund is to help all eligible districts advance their high school reform goals. We expect that districts will be at different levels of readiness and capacity, and will be at different stages of their reform processes. If after completing the self-assessment, you feel that your district requires additional supports in order to develop a competitive grant proposal, please note the areas that most need to be strengthened (these may correspond to the ten criteria in the framework or reflect additional concerns specific to your district):

CONTACT INFORMATION & SIGNATURES

Form completed by (list all district staff that participated in self-assessment)	
<i>Name, Title</i> _____	
Superintendent Authorization	
<i>Name</i> _____	<i>Signature</i> _____
Contact Person	
<i>Name, Title</i> _____	
<i>Address</i> _____	<i>Phone, Email</i> _____
Date: _____	