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**The 2014 Broad Prize Framework for School District Excellence**

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| **Teaching and Learning** |

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| **Curriculum** |

**INDICATOR C-1. The district has a rigorous, effectively articulated standards-based curriculum and sufficient materials and curricular supports to implement the curriculum effectively.**

* The district has a core academic curriculum that has rigorous student performance expectations defined for each content area.
* The district ensures that all teachers and students have standards-aligned instructional materials, including technology, needed to implement the curriculum in all content areas and all grade levels.
* The district provides effective curricular supports, such as scope and sequence or pacing guides, and ensures that teachers can effectively teach the curriculum at the appropriate level of depth in the time available.

**INDICATOR C-2. The district prepares students well for college and/or career.**

* The district prepares students academically for postsecondary education without need for remediation and provides students with opportunities to earn college credit for advanced work.
* The district prepares students for careers by providing opportunities to explore career pathways and to achieve industry certification.
* The district has specific initiatives for elementary, middle, and high school students to nurture high aspirations and help them acquire the non-cognitive skills needed for postsecondary success in college and career.

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| **Instruction** |

**INDICATOR I-1. The district implements rigorous evidence-based instruction as a standard practice.**

* The district has a guiding instructional framework and ensures that all teachers provide instruction at grade appropriate levels of cognitive demand and depth of knowledge.
* The district ensures that all teachers employ effective instructional differentiation techniques in all grade levels and content areas so that all students make progress toward learning objectives.
* The district ensures that all teachers routinely and consistently provide instruction that has challenging and engaging activities clearly related to grade-level standards, concepts, and skills being taught.

**INDICATOR I-2. The district provides effective instructional supports for all students.**

* The district ensures that all teachers routinely identify students in need of remediation or enrichment using reliable data from multiple sources and ensures that they receive appropriate intervention or assistance needed to make progress and stay in school.
* The district ensures that all teachers employ consistent and effective procedures and routines for classroom and school behavior management.
* The district ensures that all administrators and teachers consistently maintain culturally inviting environments and teachers implement culturally responsive instructional strategies.

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| **Assessment** |

**INDICATOR A-1. The district has a cohesive, comprehensive, and user-friendly system for assessing and reporting student performance and ensures that all administrators and teachers develop appropriate skills and tools for analyzing data to improve instruction.**

* The district has an assessment system that ensures the regular administration and analysis of state assessments, aligned district-wide benchmark or interim assessments, and aligned formative (classroom) assessments.
* The district has a data warehouse or other infrastructure tools that provide all educators with easy, timely access to student performance data in a variety of clear reporting formats.
* The district provides in-depth professional development and monitoring to ensure that administrators, teachers, and other instructional staff develop skills and tools for analyzing and using data for planning, reteaching, monitoring, decision-making, and instructional improvement.

**INDICATOR A-2. District staff, school administrators, and teachers routinely collect, analyze, and use data effectively to improve policies, practices, and programs.**

* District staff routinely collect, analyze, and use data to determine the effectiveness of their district policies, practices, and programs in each department and make improvements as needed.
* School administrators routinely collect, analyze, and use data to determine the effectiveness of their school academic, behavioral, and climate-related practices and programs and make improvements as needed.
* Teachers routinely collect, analyze, and use data to determine the effectiveness of their classroom practices, provide timely and constructive feedback to students, and make instructional improvements as needed.

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| **Professional Development** |

**INDICATOR PD-1. The district provides multiple types of ongoing differentiated professional development to all teachers and instructional staff designed to meet district and school goals.**

* The district provides multiple types of ongoing professional development for all teachers and other instructional staff to improve knowledge and skills in both pedagogy and content.
* The district routinely provides differentiated professional development based on an analysis of student achievement data and teacher observations and evaluations.
* The district has effective coaches or mentors who work with individual teachers in every school to help them improve instruction.

**INDICATOR PD-2. The district has a system for supporting vertical and horizontal teacher collaboration and evaluating the effectiveness of professional development.**

* The district directs schools to provide regularly scheduled vertical and horizontal collaboration time for teachers, which is used in a structured way to improve teaching and learning.
* The district provides the expertise, time, and other resources necessary to meet professional development needs for all staff.
* The district routinely evaluates and refines professional development practices to ensure that content learned is being implemented with fidelity and is effective in helping students reach high levels of achievement.

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| **District Leadership** |

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| **Instructional Leadership** |

**INDICATOR IL-1. The district develops and sustains effective instructional leaders through the provision of capacity-building professional development, direct support, and opportunities to collaborate.**

* The district provides intensive and targeted capacity-building professional development to enhance the leadership skills of all individuals who serve as instructional leaders.
* The district provides regularly scheduled collaboration time for school and district instructional leaders to share best practices and engage in joint problem-solving.
* The district has processes in place that have been successful in identifying, cultivating, and placing highly effective and diverse candidates for leadership positions in schools and in the central office.

**INDICATOR IL-2. The district supports instructional leaders in building instructional capacity in schools.**

* The district provides walkthrough and other observational tools to all schools that focus on district performance expectations and initiatives and ensures that feedback is routinely given to those observed to improve performance.
* The district supports instructional leaders in communicating a clear vision for instructional effectiveness in schools and has meaningful processes for recognizing effective schools and individuals within the schools.
* The district ensures that its instructional leaders involve their staff in helping make decisions that affect instruction and improvement.

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| **District Governance** |

**INDICATOR DG-1. The board works collaboratively, efficiently, and effectively to fulfill its responsibilities for district governance and oversight.**

* The board works collaboratively and effectively to make thoughtful and timely decisions regarding policies and practices in the areas of student achievement, curriculum, assessment, accountability, personnel, and budgetary allocations.
* The board provides appropriate oversight to ensure that all policies and practices are being implemented with fidelity and appropriately delegates day-to-day management responsibilities to the superintendent.
* The board and district leaders effectively catalyze internal and external support for the district vision and policies.

**INDICATOR DG-2. The superintendent provides skillful leadership.**

* The superintendent is adept at managing all internal relationships between and among district and school staff and in cultivating a performance culture.
* The superintendent takes an effective approach to problem solving, and addresses emerging challenges in a timely and thoughtful manner.
* The superintendent has a consistently productive working relationship with the board.

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| **Strategic Planning** |

**INDICATOR SP-1. The district strategic plan is long range and visionary, well-articulated, and routinely monitored for implementation and effectiveness.**

* The district strategic plan is well-articulated, covers multiple years, and is visionary, establishing challenging, specific, measurable, attainable, realistic, and timely goals, annual performance objectives, benchmarks, strategies, action plans, responsible parties, and timelines.
* All school improvement plans are consistently well-aligned with the district strategic plan.
* The district frequently monitors strategic plan implementation, evaluates strategies and reviews the plan annually to determine effectiveness, and revises the strategic plan as needed to respond to areas of concern or changing priorities.

**INDICATOR SP-2. The strategic plan is developed using a systematic planning process that engages relevant stakeholders and is built on research-based evidence of probable effectiveness.**

* The district uses a clearly defined and systematic planning process that includes analysis of needs assessment data to document its current situation and trends over time.
* The district consults with representatives of stakeholder groups, including administrators, teachers, students, parents, and business and community members, in developing and reviewing the strategic plan.
  + The district cites specific evidence for strategies proposed for its strategic plan, ensuring that the plan is built on research-based evidence of probable effectiveness and best practices in the field.

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| **Performance and Accountability** |

**INDICATOR PA-1. The district has clear and consistent expectations for student performance and provides intensive supports for underperforming staff and schools.**

* The district clearly delineates student performance expectations that are consistent across all schools, as reflected in student grades/proficiency levels, exemplars of student work, and student understanding of expectations.
* The district routinely and proactively provides intensive targeted supports for underperforming staff (including district and school administrators, teachers, and other staff) to improve their effectiveness.
* The district aggressively and systematically provides intensive targeted technical assistance and other supports to all schools with chronic performance issues and to schools at risk of being identified for improvement through state/federal legislation.

**INDICATOR PA-2. The district has strong accountability practices at all levels of the system, measuring performance and using results for improvement.**

* The district provides positive working conditions for all district and school staff and engages in continuous improvement based on feedback.
* The district ensures that its customers (students, parents, and community members) are satisfied with its services and engages in continuous improvement based on feedback.
* The district complies with all applicable federal, state, and local laws and regulations and immediately addresses any issues of concern.

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| **Organizational Structure and Climate** |

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| **Financial Resources** |

**INDICATOR FR-1. The district is financially sound, implements prudent financial planning processes, and displays strong fiscal accountability.**

* The district is financially sound, having adequate fiscal reserves to meet current obligations and state-required minimums for reserves.
* The district budgeting process includes prudent financial planning and forecasting to anticipate fluctuations in funding sources and balance budgets without sacrificing educational quality.
* The district displays strong fiscal accountability, promoting cost effectiveness, employing effective internal controls over expenditures, and forecasting so there is little need to reconcile differences between anticipated and actual expenditures during the fiscal year.

**INDICATOR FR-2. The district has a transparent budget process aligned with its strategic plan, evaluates its spending decisions and is able to attract additional funding to support district priority initiatives.**

* The district budget is transparent and reflects systematic input and/or feedback from internal and external stakeholder groups.
* The district allocates funds in alignment with district priorities included in the strategic plan, regularly evaluates spending decisions as they relate to impact on student achievement, and makes changes based on these evaluations.
* The district acquires substantial external funding and other types of support that are directly connected to district priorities and implementation of the district strategic plan.

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| **Human Resources** |

**INDICATOR HR-1. The district has an efficient and effective human resource management system.**

* The district has efficient and effective systems in place to manage employee records, payroll, and benefits.
* The district has effective staff recruitment and hiring practices in place, consistently resulting in pools of qualified and diverse candidates sufficient for effective staffing on a timely basis.
* The district strategically places highly effective administrators and teachers in schools with the highest needs to promote the achievement of all students.

**INDICATOR HR-2. The district has a comprehensive system for staff orientation, evaluation, and application of consequences for ineffectiveness.**

* The district has an effective orientation system for new staff and provides individualized support and ongoing feedback to all administrators, teachers, and staff new to their positions.
* The district has a comprehensive system for staff evaluation at all levels and in all departments and ensures that performance criteria are consistently applied.
* The district has a clearly articulated and effective system for determining and implementing consequences for individuals who are ineffective and/or do not show adequate growth in a timely fashion that is equally applied in all schools and departments.

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| **Organizational Structure and Processes** |

**INDICATOR OSP-1. The district ensures organizational coherence.**

* The district has an organizational structure and policies and practices in place that result in vertical and horizontal system coherence and effective cross-functional supports for schools.
* The district is organized to provide school and program options (e.g., magnet schools/programs, virtual schools, blended learning programs, and/or neighborhood schools) that are responsive to community needs.
* The district effectively balances centralized and decentralized decision making.

**INDICATOR OSP-2. The district has effective facilities and operations management and ensures that its operations enhance student achievement.**

* District and school facilities are well-maintained and compliant with all applicable regulations, with no exceptions that have adversely affected student learning.
* The district ensures that its transportation, food services, purchasing, and other operations are effective and contribute to the efficient and effective functioning of schools.
* The district ensures that its operational customer service staff contribute to the effective and efficient functioning of schools and meet the needs of internal and external customers.

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| **Organizational Culture** |

**INDICATOR OC-1. The district provides a safe and secure environment for teaching and learning.**

* The district has an effective system for ensuring the safety and security of all its staff and students.
* The district implements evidence-based school discipline models that have curbed the number of suspensions and expulsions and improved the behavior of disruptive students.
* The district implements an effective program in all schools to address and reduce the incidence of student bullying.

**INDICATOR OC-2. The district promotes a positive climate for learning in all its schools and has effective student support mechanisms in place.**

* The district ensures that educators provide a respectful and caring learning environment in all schools and classrooms.
* The district implements effective models for counseling and other behavioral and mental health services for students in all schools.
* The district employs effective outreach efforts at every school and provides meaningful opportunities for parents to become involved in the schools and district.