Attributes of a "Portfolio" District

1. **Common performance standards and assessments are applied to all students and all schools** – High expectations of what students are supposed to know and be able to do are clearly articulated on a grade-by-grade basis and are applied uniformly to all students in all schools. Well defined methods of measuring student achievement are established and universally utilized to guide decision-making at the classroom, school and district levels.

2. **Commitment to multiple instructional models and academic programs** – The district actively supports a portfolio of different instructional models and academic programs throughout the district so as to meet the diverse needs of its entire student body. This commitment may be reflected within district-run schools and/or in charter and contract schools.

3. **District systems aligned with equity and flexibility** – All of the district's major administrative systems – financial, human resources, student assignment – are designed to ensure consistent and equitable access to schools and resources. Students have a choice of multiple schools and their funding is portable and follows them to the school of their choice.

4. **Significant decision-making authority at the school level** – Individual schools have a major degree of autonomy in making decisions that affect their programs and operations. Schools have significant decision-making authority over budget, staffing and program within the constraints of larger district-wide strategies and direction.

5. **Strong district capability to intervene in low performing schools** – The district has a strong structure for supervising schools and intervening when any school's student performance falters. District has both the authority and the capability to rescind the school's autonomy and direct/support the school through an aggressive improvement process.

6. **Flexible and supportive central office services** – The district's central office is designed to provide a flexible array of services and supports to schools that acknowledge the differential student needs and programmatic interests of different schools. The central services provided to an individual school are tailored to meet the specific needs and stage of development of each school.

7. **Broad-based commitment to leadership development and shared decision-making** – The district has a substantial on-going effort to develop a distributed leadership culture at every level of its operation – Board, central staff, principals,

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teachers, parents, volunteers. There are active governance structures that support collaborative/shared decision-making processes at both the school and district levels.

1.0 - Common performance standards and assessments are applied to all students and all schools

Element	Level 1 **Not Good**	Level 2 **Good**	Level 3 **Better**	Level 4 **Best**
1.1 There are clearly defined student performance standards established on a grade-by-grade basis and they are applied to all students and all schools.	Performance standards exist for only some grades and are not consistently applied to all schools and students. The standards are viewed as being for "regular ed" students, not Special Ed or ESL.	An articulated set of standards is established, but the implementation is inconsistent on a classroom-to-classroom and a school-to-school basis.	An articulated set of standards is established and the implementation is fairly broad-based throughout the district. However, they have not been shared with parents and the community to extend their impact.	Clear and articulated performance standards are in place and widely embraced both inside and outside the district. The standards are deeply embedded in district language, materials and communication
1.2 The standards are broadly utilized by teachers throughout the district as a basis for planning their instruction.	The use of standards is viewed as "optional" by teachers or schools. Professional development is not explicitly aligned with the standards.	Standards as an instructional focus is well embraced throughout the district, although some schools and teachers still "opt out". A standards-based P.D. program is developing but not robust.	The standards form the basis for the instructional focus of every teacher and every school. A robust program of professional development centers on helping kids meet the standards.	Standards-based teaching and learning is the cultural norm and the basis for every instructional conversation. It is also the centerpiece of the district's professional development program.
1.3 There are formal and informal criterion-referenced assessments, aligned to the standards, that track student performance over time.	The district utilizes only its state's formal criterion-referenced assessments. No informal classroom-based assessments are developed. There is continued reliance on norm-referenced assessments.	There is an articulated set of formal and informal criterion-referenced assessments in place, although use of the data at the instructional level is inconsistent.	There is a district-wide assessment system that is aligned K-12 with the standards and integrated with the district's MIS. The system is composed of a variety of formal and informal criterion-referenced assessments.	Assessment is universally seen as an integral part of the instructional process, so the district's assessment data is routinely analyzed to make academic decisions at every level of the district.
1.4 Student performance assessment data is widely accessible and broadly utilized to drive decision-making at every level of the district.	Student performance data is not easily accessed and is utilized in only some schools and departments.	Performance data is available to all schools, but there is technological/administrative barriers to "real-time" usage. As a result, use of the data at the teacher level is inconsistent.	Student performance data is easily accessed (in "real time") and understood by every teacher in the system. The data forms the basis for instructional strategies and decisions.	Data driven decision-making is a cultural norm throughout the district. Virtually every decision – large and small – has some basis in student performance data.

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1.0 - Common performance standards and assessments are applied to all students and all schools

Element	Leading Questions	Indicators/Evidence
1.1 There are clearly defined student performance standards established on a grade-by-grade basis and they are applied to all students and all schools.	• Has the (name of school district) board of education approved student performance standards, grade by grade? • Are student performance standards published in district and school documents? If so, what documents? • Is curriculum development based on student performance standards, grade by grade? • Do curriculum documents for all subject areas define student performance standards, grade by grade? • How are student performance standards communicated to teachers, parents, and students?	• Student performance standards are approved, grade by grade, by the school district's board of education. • Student performance standards are clearly stated, grade by grade, in all curriculum documents published by the school district. • Student performance standards are stated, grade by grade, in school improvement plans for all schools in the district. • Student performance standards are stated and defined, grade by grade, in student and parent handbooks. • The scope and sequence for each subject area shows student performance standards, grade by grade.
1.2 The standards are broadly utilized by teachers throughout the district as a basis for planning their instruction.	• How do school and classroom instructional plans relate to the district's approved student performance standards? • How are student performance standards incorporated in teacher lesson plans? • What professional development opportunities are offered to teachers and administrators to ensure the appropriate utilization of the district's student performance standards? • How does the utilization of student performance standards relate to the district's teacher evaluation process?	• The school district's student performance standards drive the development of individual school and classroom improvement plans. • The school district's professional development plans in all subject matter disciplines focus on the school district's student performance standards. • Student performance standards are visible in classrooms. • Teachers' daily, short, and long-range lesson plans reflect student performance standards.
1.3 There are formal and informal criterion-referenced assessments, aligned to the standards, that track student performance over time.	• How does (name of school district) track student performance over time? • How do schools track student performance over time? • How do teachers track student performance over time? • What specific criterion-referenced assessments are used to track student performance? • How are criterion-referenced assessments developed to ensure the integration of student performance standards?	• Formal and informal criterion-referenced assessments that are aligned to the standards. • Documentation that shows how students perform on criterion-referenced assessments that are aligned with standards. • Teacher-made tests that are aligned to standards. • Student progress reports • School progress reports • District wide progress reports

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1.4 Student performance assessment data is widely accessible and broadly utilized to drive decision-making at every level of the district.	• How does the school district analyze and report data to administrators, teachers, parents, and members of the community? • How does the school district use student performance assessment data to improve student achievement? • How do school-based administrators and teachers use student performance assessment data to improve student achievement?	• Summative reports of assessment data are disaggregated and disseminated at all levels, district, schools, classrooms, parents, and community. • District and school improvement plans are re-evaluated, changed, and/or modified based on student performance assessment data. • Professional development opportunities provide training sessions that assist teachers and administrators in the interpretation of data and how data can be translated into instruction.

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2.0 - Commitment to multiple instructional models and academic programs

Element	Level 1 Not Good	Level 2 Good	Level 3 Better	Level 4 Best
2.1 There are a rich variety of academic programs and instructional models available to students throughout the district.	The district has a standard curriculum and instructional model that is implemented in every school. Some schools are given a grant of freedom to deviate from the set curriculum. These schools have special status due to high performance or other factors.	Most schools have some degree of curricular freedom, although cultural and administrative barriers limit the innovation of new models.	The district supports a rich array of academic programs and instructional models, all of which have the expectation/capability of preparing every student to be college-ready.	The district aggressively seeks to manage a portfolio of school options, replacing low performing models with replications of existing high performance models or innovative new models.
2.2 Every school is responsible for developing an academic vision and program to meet the needs of the students it serves.	Schools are responsible for implementing an "off the shelf" instructional model provided by central office. Schools are restricted from deviating from this model	Schools are responsible for creating a school academic plan, although central office mandates and funding source constraints significantly restrain the range of innovation.	Every school in the district is responsible for developing a unique academic vision and plan that has been driven by the needs of their students.	The school visions/plans are broadly embraced and fully operationalized at the school level.
2.3 The district utilizes charter schools, contract schools as well as district schools in offering options to students.	The district has few, if any, charter/contract schools. (State law may be a limiting factor)	The district has an on-going dialogue/relationship with charter school providers in the district.	The district has a process for identifying its needs for new programs/approaches and then actively seeks inside and outside partners to meet these program needs.	The district has a rich portfolio of school operators, including national school model vendors, local non-profit sponsors and an innovative set of in-district schools.
2.4 There is a significant district "R & D" commitment to new school development based on vendor-based and district-developed models.	The district has little or no institutional interest in expanding its programmatic offerings. Any new school development occurs on an ad hoc basis.	The district's interest in new program ideas is focused solely as new school buildings are constructed and opened.	The district has an on-going process for seeking out and reviewing potential new program models to bring into the district for both new or existing schools.	There is a broad-based cultural and practical commitment to innovative new school development in partnership with internal and external entrepreneurs.

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2.0 - Commitment to multiple instructional models and academic programs

Element	Leading Questions	Indicators/Evidence
2.1 There are a rich variety of academic programs and instructional models available to students throughout the district.	• Describe the variety of academic approaches that are utilized by various schools throughout the (name of school district)? • Give examples of the diversity of your schools' academic offerings.	• Individual school descriptions in the district's enrollment guide. • Site visits.
2.2 Every school is responsible for developing an academic vision and program to meet the needs of the students it serves.	• What is the academic planning process for individual school? • How is the school planning process managed and administered? • How does each school's program of professional development support its academic plan?	• Individual school plans. • Annual plan review process • All appropriate personnel participate in professional development opportunities that support each school's academic plan.
2.3 The district utilizes charter schools, contract schools as well as district schools in offering options to students.	• Describe the district's relationship with charter and contract schools: how many, what types, etc.? • Has your Board approved an explicit policy regarding charter/contract schools? • How are charter/contract schools created and approved?	• District enrollment guide. • Board approved policy regarding charter/contract schools. • Administrative procedures for charter/contract school agreements.
2.4 There is a significant district "R & D" commitment to new school development based on vendor-based and district-developed models.	• What is the district's staff commitment to new school development? • What part does research play in the development of the new schools? • Does the district maintain on-going relationships with charter/contract school vendors?	• Central office specialists conduct research to assess the validity of potential new schools. • Central office personnel monitor the creation of new schools through evaluation strategies that include interviews, formal program evaluations, personnel performance evaluations, informal assessments during professional development workshops, etc.

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3.0 – District systems aligned with equity and flexibility

Element	Level 1 **Not Good**	Level 2 **Good**	Level 3 **Better**	Level 4 **Best**
3.1 The district's student assignment policies provide every student with multiple school choices with some level of transportation services.	A student is automatically assigned to a specific school based on their residential location (a fixed assignment plan).	A student is automatically assigned to a specific school, with additional choice options to other "special status" (e.g. magnet) schools.	Every student has the ability to choose any school (subject to space availability) and transportation is provided to a few school options.	Every student has the ability to choose any school (subject to space availability) and transportation is provided to several school options.
3.2 The district's funding system provides a consistent level of funding to every student (weighted by need), that is portable to the school of the student's choice.	The district provides resources to schools via a staffing allocation model with very little, if any, school discretion. Only minimal adjustments are made to acknowledge differences in student need.	Schools receive some of their resources in the form of flexible dollars attached to their students in a weighted student formula. The amount of dollars attached to specific types of students vary with the needs of the students.	Schools receive the majority of their resources in the form of flexible dollars attached to their students in a weighted student formula. The amount of dollars attached to specific types of students vary with the needs of the students.	Schools receive almost all of their resources in the form of flexible dollars attached to their students in a weighted student formula. The amount of dollars attached to specific types of students vary with the needs of the students.
3.3 The majority of the district's budget is committed to a weighted student funding system.	Only minimal resources are allocated to school in dollarized form.	The "general ed" portion of a schools budget is allocated on a dollars-per-student basis. Categorical funding continues to be allocated on a traditional basis.	The majority of "general ed" and categorical resources are allocated to schools on weighted student formula basis.	The dominant portion of the district's entire budget (65% – 75%??) is committed to a WSF where dollars follows the student based on need.
3.4 The district's human resource policies and union contracts support the selection of teachers without regard to seniority.	Teachers are assigned to open positions based purely on the seniority of the interested teachers. Union contracts and administrative procedures fully dictate the assignment of teachers to a particular school.	Schools have limited authority to select any teacher (from a pre-qualified pool) based on the interests of the school without regard to seniority.	Schools have the full authority to select any teacher (from a pre-qualified pool) based on the interests of the school without regard to seniority.	District policies and union contracts support a robust "marketplace" for teacher talent as i) schools compete to attract teachers and ii) teachers compete to be selected by schools.

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3.0 – District systems aligned with equity and flexibility

Element	Leading Questions	Indicators/Evidence
3.1 The district's student assignment policies provide every student with multiple school choices with some level of transportation services.	• What policies exist that provide multiple school choices for students? • What transportation accommodations exist for school choice alternatives?	• The district's student assignment policy is reviewed, modified, and approved by the school board annually. • The district's student transportation policy is reviewed, modified, and approved by the school board annually. • The district's student enrollment guide. • The school district has adopted a school choice policy that provides transportation services.
3.2 The district's funding system provides a consistent level of funding to every student (weighted by need), that is portable to the school of the student's choice.	• Describe the level of funding for school choice. • How are funds allocated to schools for each student?	• The district's approved budget includes funding to every student (weighted by need) for school choice that is portable to the school.
3.3 The majority of the district's budget is committed to a weighted student funding system.	• What formula is used to determine weighted student funding? • What percentage of the budget is dedicated to student funding?	• Formula used to determine weighted funding for students. • The approved budget that reflects majority of funding for students.
3.4 The district's human resource policies and union contracts support the selection of teachers without regard to seniority.	• Do (name of school district) human resource policies support the selection of teachers without regard to seniority? • Do (name of school district) union contracts support the selection of teachers without regard to seniority?	• Human resource policies that support the selection of teachers without regard to seniority. • Union contract provisions that support school selection of teachers without regard to seniority.

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4.0 - Significant decision-making authority at the school level

Element	Level 1 Not Good	Level 2 Good	Level 3 Better	Level 4 Best
4.1 A school has responsibility for developing an academic plan to serve all its students, including special ed, ESL, and gifted.	A school's academic program is largely dictated by central office mandates and funding source constraints.	Schools have some latitude in shaping their academic plan and program particularly for their "regular ed" students. Services for special ed and ESL students are largely centrally dictated.	Schools have a broad mandate for shaping an academic plan for all their students(including special ed and ESL students) within a larger district strategy. Strong training programs are in place to support the planning process.	All schools have developed strong school plans that are deeply embraced by their communities and are powerfully directed at the achievement of every student in the school. Strong training programs are in place.
4.2 The district's human resource policies and union contracts provide a high degree of school autonomy over the selection of staff.	Schools have no authority to select teachers based on the interests of the school.	Schools have limited authority to select any teacher (from a pre-qualified pool) based on the interests of the school without regard to seniority.	Schools have the authority to select any teacher (from a pre-qualified pool) based on the interests of the school without regard to seniority.	There is a robust "marketplace" for teacher talent as i) schools compete to attract teachers and ii) teachers compete to be selected by schools.
4.3 A school has significant authority over the fiscal resources at the school.	A school has no direct budgetary control over resources (except the supply budget) at the school. Principals have no sense of fiscal empowerment.	While schools have some degree of budget control, the principal corps is unwilling or unable to utilize this control to effect change in their schools.	A school receives resources primarily in dollar form and has broad discretion over the budgeting of those dollars. The principal corps is well trained in aligning their budget to academic goals.	A school receives resources only in dollar form and has broad discretion over the budgeting of those dollars. There is a widespread culture that values fiscal innovation and accountability.
4.4 Schools have a shared leadership model which is responsible for all major decisions at every school	Schools have limited decision-making authority. What few decisions are made are the sole responsibility of the principal.	There some structures/ processes for shared leadership at schools. However, these processes are operationalized on an inconsistent basis from school-to-school.	Clear structures/processes for shared leadership at schools are consistently operationalized from school-to-school with an ongoing program of leadership training.	There is a broad-based cultural commitment to shared leadership, operationalized with clear processes and structures, and reinforced with aligned leadership training.

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4.0 - Significant decision-making authority at the school level

Element	Leading Questions	Indicators/Evidence
4.1 A school has responsibility for developing an academic plan to serve all its students, including special ed, ESL, and gifted.	• How are the schools' academic (student improvement) plans developed and implemented? • How do the school plans address the needs of all students including special education, ESL, and gifted?	• School academic (improvement) plans that indicate how the needs of all students will be addressed including special education, ESL, and gifted. • School planning teams
4.2 The district's human resource policies and union contracts provide a high degree of school autonomy over the selection of staff.	• What is the role of the school in the selection of staff? • What is the role of human resource in the selection of staff? • What role does the union contract play in the selection of staff?	• Human resource policy that provides procedures on the selection of staff. • Union contracts that describe the selection of staff. • Human resource policy that provides a high degree of school autonomy over the selection of staff.
4.3 A school has significant authority over the fiscal resources at the school.	• On what basis are fiscal resources distributed to schools? • What authority does each school have over its fiscal resources?	• District policies that state the school's authority over fiscal resources at the school level.
4.4 Schools have a shared leadership model which is responsible for all major decisions at every school	• How are major decisions made at the school level? • What training is provided to schools around shared decision-making?	• A school leadership team is selected by total staff and led by the school-based administrator • .A shared leadership model is in place. • Procedures for decision-making have been accepted by the total staff and are implemented appropriately. • Procedures for addressing concerns and grievances are adopted and implemented appropriately.

5.0 - Strong district capability to intervene in low performing schools

Element	Level 1 Not Good	Level 2 Good	Level 3 Better	Level 4 Best
5.1 The district has a strong structure for the supervision of schools.	School supervision is dispersed and unfocussed. Supervision is focused on ensuring compliance with district mandates. Supervisors are not highly skilled school reformers.	Schools are supervised by highly skilled educators who have only limited support resources. The supervisory effort is consistently applied across all schools, regardless of performance.	Schools are supervised by highly skilled educators who are supported by data and resources in helping schools perform. The supervisory effort is over-weighted toward low-performing schools.	School supervision is highly valued at the school and district levels, focused strongly on the academic performance of the schools. Supervisors have the "value added" resources to assist schools improve.
5.2 There are clear data-driven standards to assess the performance of every school.	The district has no (or unclear) standards for school performance, so assessments (if done) are subjective in nature.	The district has defined clear data driven standards to assess the performance of schools, but they are under-utilized or inconsistently applied.	The district has defined clear data driven standards to assess the performance of schools that are universally utilized and consistently applied.	The district school performance standards are broadly embraced and utilized in assessing schools and in shaping school plans.
5.3 The district has capability and expertise within its central office to intervene in low performing schools.	Central office staff is disconnected from school affairs and has little hands-on knowledge of standards-based teaching and learning.	There is a clear intervention process, but it is inconsistently applied due to staff capacity and administrative inertia reasons.	There is a clear intervention process that is consistently applied to schools failing to meet performance standards.	There is a robust and aggressive school intervention process that is regularly (and successfully) applied to 10% to 25% (???) of the district's schools.
5.4 The district's union contracts allow for aggressive personnel action when intervening in low performing schools.	The district is substantially constrained in the school intervention process by its union contracts from making unilateral personnel changes to improve the school.	There is some latitude to make personnel changes, but they are rarely done due to administrative barriers or political resistance.	The district has significant authority in its union agreements to make unilateral personnel changes when in a school intervention process.	The district has complete authority in its union agreements to make unilateral personnel changes when in a school intervention process.

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5.0 - Strong district capability to intervene in low performing schools

Element	Leading Questions	Indicators/Evidence
5.1 The district has a strong structure for the supervision of schools.	• How does (name of school district) provide supervision for its schools? • What policies describe the structure for the supervision of schools? • What are the characteristics of the key staff people who supervise schools?	• The school districts' policies and procedures describe the structure for the supervision of schools. • Job descriptions of deputy, assistant superintendents, central office content supervisors, and school-based administrators describe their roles in the supervision of schools. • Forms are available to document how schools and school-based personnel are performing. • A formal personnel evaluation system is in place and implemented appropriately.
5.2 There are clear data-driven standards to assess the performance of every school.	• How does (name of the school district) assess the performance of its schools? • How are data analyzed and used to assess the performance of schools?	• Software programs analyze data school by school according to data-driven standards • Schools are categorized based on performance • Indicators of performance or formulas are used to assess performance of every school
5.3 The district has capability and expertise within its central office to intervene in low performing schools.	• How are teacher and student needs addressed in low performing schools? • How are central office personnel used to intervene in low performing schools? • What are the characteristics of the key staff people who intervene with low performing schools?	• Software programs analyze data school by school according to data-driven standards • Schools are categorized based on performance • Low performing schools are identified • Central office personnel collaborate with school-based personnel and provide workshop opportunities for them to analyze data and develop school plans to address them. • Central office personnel offer content and strategy workshops to school staffs.
5.4 The district's union contracts allow for aggressive personnel action when intervening in low performing schools.	• What is the union's position on aggressive action for personnel when intervening in low performing schools? • Does the union contract provide specific provisions around the school intervention process? • What constraints exist in the district's union contracts regarding the re-assignment of staff in low performing schools?	• Union contracts that allow aggressive action when intervening in low performing schools.

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6.0 - Flexible and supportive central office services

Element	Level 1 Not Good	Level 2 Good	Level 3 Better	Level 4 Best
6.1 Central office departments have clear performance standards and per-student cost structures for their operations.	Central office departments have no/unclear performance standards for their services and lack clarity regarding their incremental costs of service provision on a per-student basis.	Central office departments have performance standards for their services but lack clarity regarding their incremental costs of service provision on a per-student basis.	Central services have clear performance indicators/ standards that are widely known with clear means of reporting both costs and outcomes on a per-student basis.	There is a tight linkage at both conceptual and operational levels between the cost of providing central services and the outcomes generated by those services on a per-student basis.
6.2 Central office services are provided to schools on a flexible, tailored basis.	Central services are provided to schools on a staff allocation formulaic basis with little input and discretion from individual schools.	Some central departments are structured to tailor a package of services to meet the needs of each school Schools have limited ability to purchase services based on their student needs and program model.	Every central department is structured to tailor a package of services to meet the needs of each school. Schools select and purchase services based on their student needs and program model.	There is a strong "client-server" relationship in place between the schools and central service providers.
6.3 Schools have the ability to purchase services from central office departments out of their own school-level resources.	Schools receive allocations of central services with no ability/authority to reduce or increase the level of service from their available resources.	School receive staffing allocations from central services, but may purchase additional services out of their own resources.	Schools purchase (or not) a wide variety of central services out of their lump sum dollar allocations. Central department budgets are driven by these school purchases.	Schools purchase (or not) a wide variety of central services out of their own resources from both district provided and outside vendors.
6.4 Most central office services are structured on an enterprise oriented, fee-for-service basis	Central services are allocated predominantly by a staff allocation model. The district is unaware of its per-student costs of providing various levels of service at the school level.	There are fee schedules for the cost of providing some central services to schools. Central budgets are partially driven by schools' purchase of their services	There are clear fee schedules for the cost of providing a wide variety of central services to schools. Central budgets are driven significantly by schools' purchase of their services.	There is a thriving marketplace of services between the schools and central service providers, with a culture of innovation and customer satisfaction.

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6.0 - Flexible and supportive central office services

Element	Leading Questions	Indicators/Evidence
6.1 Central office departments have clear performance standards and per-student cost structures for their operations.	• How are programs assigned to central office departments assessed and evaluated? • How are personnel assigned to central office departments evaluated? • What criteria are used to develop central office departments' budgets?	• Departmental program performance standards and indicators • Departmental personnel performance standards and indicators • Criteria for budget development, such as, per-student cost structures
6.2 Central office services are provided to schools on a flexible, tailored basis.	• What policies and procedures are in place to provide central office services to schools? • How are services, provided by central office departments, customized to satisfy the needs of and requests from schools? • What quality assurance policies are in place to ensure the delivery of satisfactory services to schools?	• Policies and procedures pertaining to central office services to schools • Central office departmental plans describing procedures for providing services to schools • Central office quality assurance policies and procedures • Evaluation of central office services by school personnel
6.3 Schools have the ability to purchase services from central office departments out of their own school-level resources.	• How are financial resources allotted to schools? • What policies and procedures allow schools to purchase services and from whom? • Do schools use their own school-level resources to purchase services from central office departments?	• Budget or other documents that describe how financial resources are allotted to schools • School-based management policies and procedures • Documentation of services purchased by schools from central office departments
6.4 Most central office services are structured on an enterprise oriented, fee-for-service basis	• Do central office departments operate on a fee-for-service basis?	• Departmental fee schedules. • Operational procedures that describe how central office departments provide services to schools

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7.0 - Broad-based commitment to leadership development and shared decision-making

Element	Level 1 Not Good	Level 2 Good	Level 3 Better	Level 4 Best
7.1 There is common vision, mission and strategy for the district that was broadly developed and is widely embraced.	There is no common agreement about the direction of the district. There may be no vision or competing visions/missions/ strategies at play with various groups.	There is a clear vision/ mission/strategy at the Board/ superintendent level, but it has not been broadly communicated, so it is not widely shared.	There is a clear vision/ mission/strategy at the Board/ superintendent level that has been broadly communicated and is widely shared. Implementation of the strategy is focused on generating tangible results.	There is a compelling vision/ mission/strategy that is broadly communicated and widely shared. Implementation of the strategy is generating tangible results.
7.2 The district has a distributed leadership model for governance at both the school and system level.	The district is organized along the lines of a traditional command-and-control structure.	The district aspires to a distributed leadership model, but it is inconsistently practiced at various schools and at various levels of the district.	The district has a distributed leadership model that is consistently practiced throughout the district, supported by an ongoing program of professional development.	There is a thriving distributed leadership model that is actively practiced and supported at all levels of the district and focused on a common vision/mission/ strategy.
7.3 There are multiple opportunities for shared decision-making at the school and district levels.	There are no or few clear structures/ processes for shared decision-making on major programmatic issues.	There are clear structures/ processes for shared decision making at both the school and district levels. However, these processes are operationalized on an inconsistent basis.	Clear structures/processes for shared decision making at the school and district levels are operated consistently from school-to-school with an ongoing program of professional development.	There is a broad-based cultural commitment to shared decision-making, operationalized with clear processes and structures, and reinforced with aligned professional development.
7.4 The district has a well developed program for cultivating and developing leadership throughout the system.	Leadership development is an unconscious and/or ad-hoc process within the district.	The district has an on-going leadership training program for existing administrators, but little for teachers or aspiring administrators.	The district has a broad-based leadership development program at multiple levels – principals, teachers, aspiring administrators, central office, etc.	There is a broadly held cultural value and commitment to leadership development that is expressed through formal programs and informal supports over the long term.

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7.0 - Broad-based commitment to leadership development and shared decision-making

Element	Leading Questions	Indicators/Evidence
7.1 There is common vision, mission and strategy for the district that was broadly developed and is widely embraced.	• Does a strategic or district plan exist? If so, who was involved in the development of the plan? • What elements of the plan were agreed upon by its stakeholders? • What indicators and strategies are included to ensure the appropriate implementation and evaluation of the plan? • How are district personnel and constituents involved in the implementation and evaluation of the plan?	• Documentation of the district's strategic plan that includes a common vision, mission, strategies for implementation and the process used for its development • Documentation that shows how the plan is implemented and evaluated • Documentation that shows who is involved in the implementation and evaluation of the plan
7.2 The district has a distributed leadership model for governance at both the school and system level.	• Describe the organizational structures of the school district, the central office departments, and schools • Describe the leadership model for governance at the system level • Describe the leadership model(s) for governance in schools • What operational structures are in place to communicate leadership models of governance, at both the school and system levels, to central office and school personnel and to other constituents of the district?	• School district's organizational chart • District's governance policies and procedures • Documentation of governance model(s) implemented in schools • Documentation of how organizational structures and governance model(s) are communicated to district personnel and constituents
7.3 There are multiple opportunities for shared decision-making at the school and district levels.	• What processes are used for decision-making at the district level? • What processes are used for decision-making at the school level?	• Documentation of decision-making processes at the district and school levels
7.4 The district has a well developed program for cultivating and developing leadership throughout the system.	• What professional development opportunities are available to cultivate and develop leadership at the district and school levels? • Does a career development plan exist in the district? If so, what components are in place to transition careers from entry to administrative levels? • What leadership training models are implemented in the district?	• Documentation of professional development opportunities that provide leadership training. • District's career development plan. • District's leadership training models

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