Indicators of Success

A Guide for Assessing District-Level Implementation of College- and Career-Readiness Standards

COUNCIL OF THE GREAT CITY SCHOOLS

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INTRODUCTION

This document is designed as a self-assessment tool for districts to gauge their progress in implementing college- and career-readiness standards. While we hope that the document is useful to a wide range of staff throughout the district, the tool was primarily designed to help central office leaders and staff assess implementation at a systems level.

This tool is not meant to be approached as a checklist or compliance exercise. The indicators provided do not encompass any and all effective instructional practices, but rather present a subset of areas unique to the implementation of college- and career-readiness content and instruction. Standards implementation is an ongoing process of advancement and growth as a system. Each indicator is intended to serve as a prompt for in-depth reflection about where a district is in this process, and what will be required to support and advance implementation efforts moving forward.

Because the process of implementing high academic standards is one that touches a range of different areas, this document is divided into seven sections: Vision and Goal Setting, Resource Allocation, Family and Community Outreach, Curriculum, Professional Development, Assessment, and Student Data. The range and scope of these sections reflects the fact that planning and support for standards implementation cannot rest solely on the academic department. Raising academic standards districtwide requires the commitment and effort of staff throughout the

organization. Given the interconnected nature of many indicators, this also means that there may be a number of overlapping questions and descriptions from section to section.

Each section provides a core set of leading questions, along with descriptions of what it might look like to be "on track" or "off track" in these areas and possible sources of evidence districts could use to determine where they fall on the continuum. As such, these descriptions provide bookend measures of strong and weak implementation, and can be used to create a graded scale in order to quantify a district's progress. The challenge is to not only read and identify commonalities in the descriptions of what being "on track" toward standards implementation might look like, but to also carefully study the "off track" descriptions and determine whether your district practices reflect any of these features as well, and what it will take to constructively address these gaps in process or practice.

None of these sections, or the questions they contain, should be approached in isolation. Rather, they reflect the fact that implementation requires planning and work on many fronts, and that the implementation efforts of various units within the central office need to connect to one another and work in tandem to reinforce the district's instructional priorities.

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The document also regularly cites the need to engage and support all students in the process of implementing college- and career-readiness standards. Diverse student groups, including English learners, immigrant and refugee students, students with disabilities, struggling learners, and minority students facing discrimination, each bring with them their own unique strengths and learning needs. In implementing common, high standards, districts must work to provide each and every one of these students with the knowledge and skills they need to access rigorous, grade-level academic content.

There might be ways in which this document needs to be customized to capture the context in which you are working. For example, we provide a number of viable examples of what being "on track" or "off track" might look like, but there are clearly other ways to be on or off track that aren't explicitly spelled out.

We also don't list all possible sources of evidence, and we don't prescribe the process for how such evidence should be collected or analyzed. For example, we often refer to focus groups and/or surveys of students, parents, teachers, principals, or central office staff as a useful source of evidence for whether district priorities or efforts in various areas are understood and being felt by these various groups of stakeholders. We certainly do not intend for districts to field a survey or convene a focus group specific to each topic. Rather, we cite these sources of evidence to encourage districts to look to various stakeholders as a valuable source of perspective when gauging the impact and reach of their standards implementation work. We expect districts to conduct these outreach efforts in a way that makes the most sense and yields the most useful data for them. We also invite districts to think about additional measures of progress or stagnation in each area, as well as additional sources of data and evidence.

Finally, we hope this document helps to establish a common language for assessing the work being done within and across districts, and provides an opportunity for ongoing reflection and collaboration around the work of setting common, high academic expectations for all students.

SECTION I: VISION AND GOAL SETTING
Vision and Beliefs

1. Has the district defined a vision for high quality school and classroom practice that reflects college- and career-readiness standards and high expectations for students?

OFF TRACK	ON TRACK	EVIDENCE
There is no common, unifying vision for instruction throughout the district, leaving schools to adopt practices and approaches that vary in quality and do not always reflect the instructional shifts and higher expectations of college- and career-readiness standards.	The district has defined and sustained a unifying vision for instructional practice aligned to college- and career-readiness standards that sets high expectations for all students.	■ school board policy statements and written documentation of the district's instructional vision, such as a vision statement or strategic plan ■ focus groups and/or surveys of central office and school staff, parents, and other key stakeholders

2. Does the district expect that *all* students will meet college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
The needs of ELLs, struggling students, students facing discrimination, and students with disabilities are not explicitly factored into the plan for rolling out college- and career-readiness standards. English language learner, special education, and other specialized staff devoted to unique student groups work in silos both at the central office level and within schools, and are rarely consulted or involved in planning or professional development opportunities around college- and career-readiness standards.	The district believes that all students can succeed and should have access to high quality instruction and college- and career-readiness standards at each grade level. District leadership has involved ELL, special education, and other specialized staff devoted to unique student groups in planning and implementing the new standards to ensure that the appropriate support, training, and scaffolds are available and that all students have full access to college- and career-readiness standards.	■ focus groups and/or surveys of central office and school staff—particularly ELL, special education, and other specialized staff and teachers ■ a standards implementation plan that includes explicit steps to ensure that ELLs, students with disabilities, students facing discrimination, and struggling students have full access to college- and career-readiness standards

3. Has the district clearly communicated throughout the organization its vision for instruction aligned to college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
District leadership may have a vision for how they want to support and advance college- and career-readiness systemwide for all students, but the district's instructional expectations and vision are not widely understood or shared by various central office instructional units, school administrators, principals, or teachers.	The district has clearly and consistently communicated its vision for instructional quality throughout the organization. Staff throughout the district, from the central office to school leaders and teachers, hold a clear, shared understanding of the district's instructional standards and expectations for all students.	■ a standards implementation plan that includes explicit steps to inform and engage staff throughout the organization ■ materials and targeted outreach for different audiences ■ focus groups and/or surveys of central office and school staff

4. Does the district have an implementation plan for establishing and sustaining college- and career-readiness standards as a shared district priority and for managing systemwide change?

OFF TRACK	ON TRACK	EVIDENCE
The district has announced the adoption of college- and career-readiness standards, but it has not made it clear why the standards are important, what they will achieve, or how they will be implemented throughout the district.	The superintendent and school board serve as public champions of college- and career-readiness standards, making it clear that the district has adopted these standards in order to improve educational outcomes for all students. A clear, detailed implementation plan has been developed with input from internal and external stakeholders and shared widely throughout the organization. This plan lays out implementation benchmarks, identifies the roles of multiple levels of staff, allocates the resources necessary to build internal capacity, and holds leadership and all departments accountable for meeting the district's expectations for strong implementation.	■ a clear, specific standards implementation plan ■ the establishment of cross-functional teams tasked with overseeing and supporting implementation of college- and career-readiness standards and instructional shifts ■ focus groups and/or surveys of central office and school staff

5. Has the district mapped out its core initiatives to ensure that all of the varying efforts and expectations of teachers and school leaders are consistent with the district's overall vision and are helping to advance implementation of college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Numerous, inconsistent, or redundant reform initiatives compete for the time and resources of central office staff, school leaders, and classroom teachers. Alignment to college- and career-readiness standards or instructional shifts is not taken into account when selecting and pursuing new reform initiatives or projects.	The district has a well-defined and commonly understood core set of initiatives that work in tandem to advance the district's strategic priorities and vision for instructional quality and improvement, which is centered around strong implementation of college- and career-readiness standards.	▪ a strategic plan that lays out all current initiatives and articulates their connection to overall district goals and implementation of college- and career-readiness standards ▪ focus groups and/or surveys of central office and school staff

6. Do central office evaluations hold staff and leaders accountable for building both district-level and site-based capacity for implementing college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
The district has not developed formal evaluations of central office staff, or employs an evaluation process that is not aligned to the expectations laid out for teachers and principals around student achievement, student growth, and the implementation of college- and career-readiness standards.	Central office staff are evaluated based on their contribution to building district and school capacity to implement college- and career-ready standards and raise student achievement. This evaluation process reflects the same expectations the district holds for principals and teachers around instructional improvement, and includes quantitative measures of school and student progress for all district staff and departments.	▪ formal and informal central office evaluation forms/rubrics ▪ focus groups and/or surveys of central office and school staff

SECTION I: VISION AND GOAL SETTING
Execution of Beliefs

7. Do school improvement plans reflect the district's expectation that schools implement college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
School improvement plans are often developed in an ad hoc manner, and there is no expectation that these plans reflect the goals or strategic direction of the district as a whole, including implementation of college- and career-readiness standards.	The systematic process employed in the development, review, and approval of school improvement plans ensures that they are aligned to district strategic goals and incorporate indicators of successful implementation of college- and career-readiness standards in all classrooms and for all students.	■ a sample of school improvement plans ■ documentation of the district's review process for developing and revising school improvement plans ■ focus groups and/or surveys of school staff—particularly teachers, principals, and principal supervisors—as well as students and parents

8. Does the formal or informal principal evaluation process reflect the district's expectation that principals provide instructional leadership and build site-based capacity for implementing college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Principal evaluations do not incorporate indicators of a principal's instructional leadership and commitment to providing teachers with the support, tools, and professional development necessary to provide all students with instruction aligned to college- and career-readiness standards at each grade level.	Principal evaluations hold principals responsible for developing their knowledge of content and pedagogy in order to support and improve their teachers' instructional practice, addressing weaknesses and capitalizing on teacher strengths.	■ formal and informal principal evaluation forms/rubrics ■ school and classroom walk-throughs ■ focus groups and/or surveys of school staff—particularly principals and principal supervisors—as well as students and parents

9. Does the formal or informal teacher evaluation process reflect the district's expectation that teachers apply college- and career-readiness standards in their classroom instruction to meet the needs of all learners?

OFF TRACK	ON TRACK	EVIDENCE
Formal or informal teacher evaluations or observations do not incorporate any indicators of teacher knowledge of college- and career-readiness standards or skill in adapting their teaching practice to reflect the instructional shifts called for by the standards to meet the needs of all learners.	Teacher evaluations hold teachers accountable for cultivating a deep knowledge of grade-level content and integrating college- and career-readiness standards into their classroom instruction to meet the needs of all learners.	▪ formal and informal teacher evaluation forms/rubrics ▪ school and classroom walk-throughs ▪ focus groups and/or surveys of school staff—particularly principals and teachers—as well as students and parents

10. Do school and classroom walk-throughs gauge the level of college- and career-readiness standards implementation, and are the results used to improve instruction for all learners?

OFF TRACK	ON TRACK	EVIDENCE
School and classroom walk-throughs do not yield any data on the quality of implementation of college- and career-readiness standards, or results are not used in conjunction with other data to improve instructional practice and meet the needs of all learners.	The rubrics, guidance, and protocols provided to district and school staff for conducting school and classroom walk-throughs explicitly incorporate indicators related to the quality of standards implementation and meeting the needs of all learners in the classroom. There is a process in place for then sharing the data and following up with teachers and school leadership to help strengthen instruction and implementation of the standards.	▪ walk-through rubrics and published protocols ▪ training materials used to prepare staff for school and classroom walk-throughs ▪ focus groups and/or surveys of central office curriculum staff, school staff (particularly teachers, principals, and principal supervisors), parents, and students

SECTION I: VISION AND GOAL SETTING
Execution of Beliefs

11. Do data systems provide district leaders with indicators of students' college- and career-readiness and are they used to inform standards implementation efforts?

OFF TRACK	ON TRACK	EVIDENCE
No data system or reporting mechanism exists to regularly inform the school board or district leaders of growth in college- and career-readiness. Or, a data system exists, but does not reflect agreed upon measures of progress, is not readily accessible, or does not incorporate relevant indicators that would help gauge and inform standards implementation.	The district's data systems provide school board members and district staff with timely data on student progress toward college- and career-readiness. The data directly address pre-established, agreed-upon measures of student growth and are used to improve standards implementation.	- district data systems - focus groups and/or surveys of school board members and district staff

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12. Does the district have a broad strategy for human capital development to support implementation of college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
The district has not identified its staffing needs—or the knowledge and skills that staff and teachers will require—to effectively implement college- and career-readiness standards. There is no human capital development plan in place to nurture leadership or to build school-based capacity to implement high academic standards. The district's human resources or talent development office works in a silo, with very little coordination with other departments or alignment to key district priorities.	The district has a process for identifying its staffing needs by position and required expertise at both the central office and school levels, and has defined and implemented a sustainable, long-term plan to recruit and develop the teachers, staff, and leaders necessary to effectively implement college- and career-readiness standards across the system. The human capital development strategy reflects the close coordination of the human resources/talent development office and other departments, as well as the district's understanding of the need to explicitly address the human capital component of each district initiative or priority.	■ a standards implementation plan that includes explicit steps for developing and deploying staff ■ focus groups and/or surveys of school leaders and central office staff from both the instructional and human resources divisions

13. Are district staff strategically deployed to help build school-level capacity to implement college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
It is not clear that staff are strategically positioned either within central office divisions or among school sites to effectively build school-level capacity to implement college- and career-readiness standards. In the absence of clearly-defined roles and the close coordination of the curriculum department and the school management structure, the district has no mechanism to ensure consistency in standards implementation or to monitor and address implementation issues that arise at the school level.	The district has taken concrete steps to ensure that the "right people" are in the "right place" throughout the system to support standards implementation. This has included clearly defining the roles of both central office and site-based staff in building schoolwide instructional capacity. In addition, the district has developed a process to support strategic teacher and administrator assignment and retention practices. Principal supervisors, in particular, have been tapped to serve as a link between the central office and schools, communicating and disseminating the district's instructional expectations and resources to ensure coherence and consistency in standards implementation across schools.	■ job descriptions ■ teacher/administrator negotiated contract ■ RIF or reassignment policies ■ the district's standards implementation plan ■ focus groups and/or surveys of school staff ■ staff evaluations linked to job descriptions

14. Has the district established cross-functional teams, PLCs, and other organizational structures to promote interdepartmental coordination of standards implementation efforts at both the school and district levels?

OFF TRACK	ON TRACK	EVIDENCE
The district has not established formal cross-functional teams, professional learning communities, or other structures to promote interdepartmental communication and coordination of efforts to implement college- and career-readiness standards. District staff in key divisions, such as the curriculum unit, ELL and special education units, and school administrative management units, generally work in isolation from one another and have not built a strong, shared understanding of or shared responsibility for instructional standards and the resources schools need to implement them. Schools therefore receive mixed or inconsistent messages from the central office regarding how to implement college- and career-readiness standards in classrooms.	Cross-functional teaming is used to promote interdepartmental collaboration and shared accountability for instructional quality. These cross-functional teams consist of representatives from a range of areas, including curriculum, ELL and special education, and school management, as well as school-based staff and leaders. The district also systematically employs PLCs and other structures to promote cross-functional coordination and strengthen standards implementation efforts at both the district and school levels.	▪ agendas or rubrics used for team visits to school sites ▪ reports generated by cross-functional teams on the status of standards implementation ▪ school and district calendars/master schedules ▪ PLC agendas ▪ focus groups and/or surveys of members of cross-functional teams ▪ focus groups and/or surveys of central office and school staff

15. Has the district allocated the financial resources necessary to support systemwide implementation of college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Financial resources are not strategically allocated throughout the system to support implementation of college- and career-readiness standards. Or, the district has no mechanism for determining whether or not financial resources are strategically deployed across the organization. The district may have funded a college- and career-readiness unit or officer position, but it hasn't taken steps to assess and reallocate the broader systemwide financial resources needed by this department— as well as other departments and schools—to effectively manage standards implementation.	The district has conducted a comprehensive assessment of the financial resources required throughout the system to implement college- and career-readiness standards, and has taken steps to ensure the strategic allocation of these resources to support both district- and school-level implementation work. This process has involved taking a hard look at all district investments and reallocating or eliminating funding for activities that were not aligned with current district needs and priorities.	▪ budget planning documents and agendas ▪ documentation of program elimination process ▪ focus groups and/or surveys of central office and school staff

16. Does the district have a viable plan for sustaining its support for implementation of college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
The district is currently funding its standards implementation efforts through an external grant or other outside source, and has no plan for how to sustain funding for implementation once the grant ends. Or, the district is using its own funds for implementation, but has no plan for how to sustain this work over the long term.	The district has a long-term budget plan for sustaining its commitment to college- and career-readiness standards. Standards implementation efforts may be currently supported by external sources of funding, but the district is using those funds strategically to build internal capacity, and has identified a strategy for securing or reallocating funds to continue this work after the grant funds run out.	■ district budget plan ■ enrollment and finance projections ■ focus groups and/or surveys of school leaders and central office staff

17. Do district instructional leaders allocate sufficient time to coordinating and advancing implementation of college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Instructional leaders and staff across various departments do not have the opportunity to regularly check in with one another, to discuss shared lessons and challenges in implementation work, and to expand their knowledge and expertise in the standards. Meetings of the district's instructional leadership team do not include discussions about standards implementation, or these discussions are typically covered at a very superficial level in limited time slots.	Meeting agendas of the district's instructional leadership team set aside substantial time for sharing data on the progress made and strategies employed in implementing college- and career-readiness standards. This data is then used to make course corrections and shape the district's implementation strategy moving forward. In addition to these formal leadership meetings, instructional leaders and staff have ample opportunities to share milestones and challenges, to follow up with each other on the effectiveness of various approaches and activities, and to continuously build a greater shared understanding of the district's instructional expectations.	▪ instructional leadership team agendas ▪ focus groups and/or surveys of district instructional leaders and staff across departments

18. Do schools allocate sufficient time to coordinating and advancing implementation of college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Demanding school schedules do not set aside the time necessary for teachers and staff to work together to plan for strong schoolwide implementation of college- and career-readiness standards. Common planning time and professional learning communities may exist, but this time is not consistently used for deepening knowledge and expertise in the standards, coordinating implementation efforts, or sharing progress data.	Schools' master schedules reflect strategic decisions about how to allocate time for planning and implementing college- and career-readiness standards. Common planning time, professional learning communities, and other structures and supports provide teachers and staff with regular opportunities to deepen instructional knowledge and expertise in the standards, to share data on student work and progress, and to collaboratively identify and resolve challenges in implementation.	■ school calendars and master schedules ■ agendas from PLCs ■ focus groups and/or surveys of teachers, principals, and site-based support staff

19. Has the district taken any steps to ensure the strategic reallocation of staff time to carry out new roles and responsibilities tied to standards implementation?

OFF TRACK	ON TRACK	EVIDENCE
Implementation of college- and career-readiness standards has saddled district- and school-level staff with significant additional roles and responsibilities. These new demands on their time and attention are seen as added responsibilities rather than a fundamental shift in the work they do, and are not accompanied by any preparation, support, or guidance on how to balance or delegate former duties.	The district's plan for implementing college- and career-readiness standards has required a broad shift in traditional roles and responsibilities. In order to ensure the strategic reallocation of staff time to effectively meet these new expectations, the district has provided staff with additional support, targeted preparation for new roles, and guidance on why and how traditional duties are to be redistributed or rethought.	■ focus groups and/or surveys of school and district staff ■ past and present job descriptions

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SECTION III: PARENT AND COMMUNITY OUTREACH

20. Has the district developed an outreach plan for informing and engaging students, parents, the community, and external stakeholders about college- and career readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
The district implements instructional programming and reform without informing or engaging students, their families, or the community. District stakeholders do not understand the rationale for adopting new college- and career-readiness standards, what the shifts in instructional expectations are, or how the district is approaching the implementation process. Information about college- and career-readiness standards and the curriculum may be posted on the district's website, but the district has made no effort to ensure that the materials are widely disseminated and accessible to a range of different cultural and linguistic communities.	The district has a multi-layered outreach and communications plan that effectively informs and engages students, families, and the community about changes in the district's instructional programming as a result of college- and career-readiness standards. This outreach strategy involves open forums and community meetings; online, print, and multimedia materials targeted for a variety of audiences, including non-English speaking families; and training for school-based staff in how to effectively communicate with parents about the standards and their children's academic progress. The district monitors the effectiveness of this outreach strategy by gauging community awareness, understanding, and support for college- and career-readiness standards.	■ focus groups and/or surveys of students, teachers, parents, and stakeholders ■ parent-friendly outreach materials—accessible to different cultural and linguistic communities—that convey information about college- and career-readiness standards and how to interpret student academic assessment results ■ agendas from community forums such as parent meetings or televised forums for sharing information and progress updates on the implementation process ■ district and board policy statements or resolutions ■ minutes from board meetings of parent testimony regarding instructional standards and expectations

SECTION III: PARENT AND COMMUNITY OUTREACH

21. Has the district established a formal process for gathering student, parent, and community feedback and addressing any questions or issues that arise in the implementation of college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Parents and stakeholders do not know who to contact or what process to follow to provide feedback on the implementation of college- and career-readiness standards. Or, the district may have a parent advisor group that does not reflect the diversity of the student population. School staff, moreover, are not equipped to address parent questions or concerns about the new instructional expectations or their children's progress, and the district has no way of capturing this information in order to make constructive changes to its implementation strategy based on parent or community input.	The district actively seeks feedback from a culturally and linguistically diverse range of stakeholders, and has clearly defined a process by which students, parents, and others can obtain information, submit questions, and provide input to schools and the district concerning implementation of college- and career-readiness standards. Parents and members of the community have designated points of contact both within schools and at the district central office, and these staff have the knowledge and expertise to answer questions about the standards implementation process and what the new instructional expectations mean for students. The district regularly monitors and analyzes this feedback in order to revise and update their standards implementation strategy, as well as their parent and community outreach strategies.	■ focus groups and/or surveys of students, teachers, parents, and key stakeholders ■ outreach materials that provide information and instructions for contacting school and district representatives ■ documentation of changes made as a result of parent or community feedback

22. Does the district provide parents with resources that clarify new instructional expectations and the meaning of assessment results tied to college- and career-readiness standards? Do these resources identify the steps parents can take to support their child's academic growth?

OFF TRACK	ON TRACK	EVIDENCE
Parents do not have access to any user-friendly district resources or tools to help them understand what students will be learning throughout the year and what their child's assessment results mean about their academic progress. If such resources do exist, they are hard to locate and comprehend, and have not been translated into other languages for non-English speaking families. Parents therefore do not understand how instructional expectations tied to college- and career-readiness standards differ from how and what students learned in the past, and how the concepts and knowledge built at each grade level are intended to connect across subject areas and grades. This lack of understanding undermines parents' ability to support their child's academic growth at home.	The district employs clear, user-friendly parent resources—ranging from written parent guides such as the Council of the Great City Schools Parent Roadmaps to forums such as parent universities or workshops—that lay out what students will be learning throughout the school year and how instructional strategies and expectations are different from what parents may have encountered in the past. These resources are readily accessible and translated into or produced in other languages in order to reach non-English speaking families. Parents receive regular updates on their child's academic progress, and when assessment results are released parents are provided with guidance on what these results mean about their child's academic growth. The district also provides resources and guidance, such as a homework hotline, to parents about what they can do to support student learning at home.	■ focus groups and/or surveys of parents and other key stakeholders ■ outreach materials and communications to parents—including communications in languages other than English ■ samples of student work or lessons shared with parents to build their understanding of instructional changes ■ on-line, print, or face-to-face instruction for parents on specific aspects of college- and career-readiness standards ■ guidance for supporting student learning at home

23. Does the district provide support and training to staff on communicating with parents and the community about the implementation of college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
The district does not provide school or central office staff with any guidance on how to communicate with parents and the public about the transition to college- and career-readiness standards. School and district staff have varying levels of knowledge and expertise in the standards, so parents and community members receive uneven and inconsistent messages about what the new standards entail and the implications for schools and students. This lack of clear and consistent messaging undermines the district's efforts to build parent and community support for college- and career-readiness reforms.	The district has identified and widely shared a core set of messages about the systemwide transition to college- and career-readiness standards, as well as more detailed information tailored to meet the needs of various audiences. Both school and central office staff are prepared to communicate these messages consistently and effectively. In particular, the district has ensured that teachers are well trained on the standards, as parents and the public turn to them first for answers. This transparency and consistency in the information being shared with the public has helped build broad-based understanding and support for the district's college- and career-readiness initiatives.	- the district's standards implementation plan - documentation of primary and secondary messages about standards implementation - evidence of outreach and training for both central office and school-based staff on the standards

24. Has the district articulated to parents and students the courses and behaviors that each child will need in order to be college and career ready?

OFF TRACK	ON TRACK	EVIDENCE
The district has no systematic mechanism for ensuring that all parents and students are informed about the appropriate pathways and coursework to meet college- and career-readiness requirements, and does not use a system to track each student's progress. The district lacks systemwide behavioral supports to ensure that students stay on track for graduation and post-secondary opportunities.	The district has developed and circulated tools or information for parents and students indicating what classes or subjects each student will need to complete at each grade level in order to meet requirements for graduation and post-secondary opportunities. The district has also clearly articulated the expectations for attendance and the social skills and behaviors students will need for college and career success.	▪ focus groups and/or surveys of parents and students ▪ parent communications tools ▪ individual student course-taking patterns and assessment data ▪ attendance and behavior records

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25. Are the district's curriculum documents clear about what skills and academic content must be taught and at what depth to reflect college- and career-readiness standards at each grade level?

OFF TRACK	ON TRACK	EVIDENCE
The curriculum does not provide teachers with guidance on what skills and academic content should be taught at each grade level, nor does it guide teachers in setting clear expectations that all students will attain college- and career-readiness standards. Or, curriculum guidance is provided that focuses solely on instructional strategies rather than the content knowledge students need to develop throughout each school year. Teaching the curriculum is considered optional and is implemented with great variability across the district.	The curriculum provides teachers with clear guidance on the academic content and skills students are expected to learn at each grade level in order to meet the district's rigorous college- and career-readiness standards. These expectations are consistently applied to all student groups. District policies and procedures specifically require teaching the curriculum, and resources are devoted to ensuring broad understanding of why it is important to implement the curriculum with fidelity.	▪ exemplars, anchor units, or other evidence from curriculum documents and guidance materials ▪ focus groups of teachers ▪ analysis of curriculum guidance and materials using tools such as the *Grade-Level Instructional Materials Tool—Quality Review* (GIMET-QR) or the *Framework for Raising Expectations and Instructional Rigor for English Language Learners* (ELD 2.0) ▪ a review of district instructional policy and procedures ▪ school and classroom walk-throughs

26. Does the curriculum build instructional coherence within and across grade levels that is consistent with college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Curriculum materials and pacing guides present the standards in isolation and do not sufficiently show how they connect and how the academic content, concepts, and skills build on one another throughout the school year and from one year to the next.	Curriculum materials provide explicit guidance on how to connect multiple concepts and build upon prior learning within and across grades. Exemplars of lessons and units of study show the progression of learning from grade to grade, and curriculum and pacing guidance demonstrates for teachers how to incorporate grade-level content and increase rigor in their instruction throughout the school year.	■ curriculum documents and guidance ■ pacing guides ■ focus groups and/or surveys of teachers and site-based instructional coaches ■ school and classroom walk-throughs

27. Has the district articulated how college- and career-readiness standards should be applied across subject areas?

OFF TRACK	ON TRACK	EVIDENCE
Teachers and administrators are not provided with sufficient guidance to help them identify specific connections between content-area standards or apply college- and career-readiness standards in courses other than English language arts and mathematics to build coherence in instructional standards across the curriculum.	All content area teachers are provided written guidance or other support to help them connect their course content to key mathematics, reading, writing, listening and speaking standards. Similarly, informational texts and excerpts read in English language arts classes are approached as an opportunity to deepen content understanding and the use of academic language in history, science, mathematics, social studies, and other content areas.	■ guidance in curriculum documents or digital materials that articulate links between subjects or shared instructional standards ■ tools/text sets for teachers to easily identify grade-level texts across the curriculum

28. Does the curriculum explicitly articulate standards-aligned expectations for all learners, by grade-level, for student work at different points during the school year?

OFF TRACK	ON TRACK	EVIDENCE
There are no common rubrics, guidance materials, or tools such as annotated student work to build a shared understanding of the grade-level content and skills students are expected to learn throughout the school year.	Curriculum materials provide explicit guidance in how district expectations should be reflected in student work. Exemplars of work by quarter or semester show how student mastery and the complexity of student tasks are expected to develop over the school year for the grade level or course. Exemplars also reflect grade-level student work at different levels of English proficiency, and grade-level work completed by students with disabilities, with the necessary accommodations. Curriculum and pacing guides show how to convey the content and rigor of the standards so that learning is developed at ever more complex levels throughout the school year.	■ student work samples from across the district that reflect the rigor of assignments by grade level or course ■ results from benchmark assessments ■ IEP-specified assessments

29. Does the curriculum provide examples and guidance in the use of instructional practices, scaffolds, and other supports that address gaps in student knowledge and the needs of ELLs and students with disabilities?

OFF TRACK	ON TRACK	EVIDENCE
Curriculum resources and instructional practices related to ELLs and students with disabilities do not reflect the expectation of grade-level rigor and strategic scaffolding; rather, they lean heavily upon watered-down content and an overly-simplified set of discrete strategies.	Instructional design and the curriculum resources related to ELLs and students with disabilities consistently demonstrate grade-level rigor, emphasizing the importance of academic conversations, reasoning skills, and engagement with complex text. Instruction is reinforced with scaffolds that build on students' assets as well as address their specific needs.	■ explicit mention of instructional practices and specific scaffolds or resources in curriculum documents ■ classroom walk-throughs ■ sample review of IEPs ■ focus groups and/or surveys of school-based instructional staff and coaches ■ focus groups and/or surveys of parents—particularly parents of English learners, students with disabilities, and struggling learners

30. Has the district identified instructional tools, methods, or models to enhance the delivery of college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Few models—if any—are provided to clarify district expectations for instructional delivery of college- and career-readiness standards. The models that are provided lack the quality to illustrate the instructional shifts, or they focus solely on instructional strategies without addressing the content knowledge development that the standards require.	The district has clearly defined instructional methods, models, and tools that can be used to implement college- and career-readiness standards in all classrooms. These resources focus not only on instructional shifts and strategies, but on the deep content knowledge students must develop at each grade level. The district has ensured wide-spread dissemination of these models and provided professional development, guidance, and support to ensure effective application of these tools and resources in the classroom.	■ anchor units with assessment tasks ■ curriculum documents ■ focus groups and/or surveys of teachers ■ school and classroom walk-throughs

31. Does the district track what instructional materials are being used in schools to implement college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
The district does not track the use or effectiveness of instructional programming or materials in implementing college- and career-readiness standards in schools.	The district systematically tracks which resources are in use at each school site, and the degree of success schools have had with those materials among various student groups in implementing college- and career-readiness standards.	▪ a database of the instructional materials used across the district ▪ rubrics for determining the success of schools' use of materials ▪ program evaluation reports

32. Is the district using its technological capacity to provide teachers ready access to high quality digital tools to advance implementation of the standards?

OFF TRACK	ON TRACK	EVIDENCE
The district does not vet digital tools designed to advance the implementation of the standards and standards-aligned assessments. Schools and teachers are left to independently pursue such tools and training, leading to variations in access to resources and interpretation of the standards across the district.	The district has a cross-functional team with expertise in the standards that is charged with vetting digital tools to advance implementation of the standards and standards-aligned assessments. Tools in use are annotated to indicate their strengths and areas of weakness. The district has a mechanism for informing principal supervisors, principals, coaches, and teachers of what these vetted tools offer and whether their use is mandatory or voluntary. The district also monitors the placement and use of technology to prevent inequities in accessibility.	▪ annotated list of digital tools ▪ tracking of access and usage data ▪ surveys of teachers regarding their perceptions of the usefulness of the tools

33. Are ELA and math instructional materials high quality, culturally responsive, and aligned to college- and career-readiness standards? Do these instructional materials address the needs of special populations?

OFF TRACK	ON TRACK	EVIDENCE
The district has not analyzed adopted materials to assess their level of quality and alignment to college- and career-readiness standards, or the degree to which they specifically address the deep academic content knowledge students are expected to develop at each grade level. The district also does not assess whether or not instructional materials are culturally responsive and sufficiently address students with specialized learning needs, such as English learners or students with disabilities.	The district makes use of tools such as the Grade-level Instructional Materials Evaluation Tool–Quality Review (GIMET-QR), English Language Development framework (ELD 2.0), Instructional Materials Evaluation Tool (IMET), and the EQuIP rubric (EQuIP) to ensure that instructional materials used in schools are high quality and aligned to grade-level college- and career-readiness standards. Moreover, materials are examined to ensure that they are culturally responsive and focus not only on instructional strategies and skills, but on the rigorous academic content students are expected to learn at each grade level. The results of the district's review of materials are used to make adjustments and/or acquire additional resources to ensure that they sufficiently address any gaps or areas of weakness that have been discovered and meet the needs of all students.	▪ completed rubrics or other written analysis of instructional materials ▪ focus groups and/or surveys of central office and school staff

34. Is the district providing guidance and training to teachers and administrators in the selection or development of instructional materials aligned to college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
School staff are left on their own to select or design instructional materials, leaving each school to invent their own solutions without any mechanism to share results, achieve efficiencies, or ensure coherence. Teachers and staff regularly access open education resources and other materials without any vetting or training.	The district provides teachers and administrators with explicit guidance in the selection or development of Tier I instructional materials, including tools for gauging alignment with district standards, examples of aligned or misaligned materials, and the characteristics of materials likely to accelerate attainment of grade-level content knowledge and skills by ELLs and students with disabilities. The district ensures that teachers and administrators know by grade level and content area which standards are most likely to need additional support beyond the adopted materials.	■ guidance materials ■ samples of selected or developed materials analyzed for alignment and effectiveness ■ focus groups and/or surveys of teachers and principals

35. Are supplemental materials, programs, and interventions—including materials that address the needs of special populations—high quality, culturally responsive, and aligned to college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
The district does not vet the supplemental materials and interventions used in schools to ensure that they are high quality, culturally responsive, and aligned to district instructional standards. The district also does not assess whether or not supplemental materials or programming sufficiently addresses students with specialized learning needs, such as ELLs or students with disabilities.	The district has a schedule of evaluation projects to assess supplemental materials and interventions for their alignment with district standards and general curriculum materials, as well as their cultural responsiveness and effectiveness in addressing specific student needs and advancing academic attainment. Interventions and materials for special populations, in particular, are assessed on the basis of whether they equip students with the knowledge and skills necessary to access grade-level content.	■ match of supplemental materials to gaps in adopted materials or areas of low performance ■ completed screening rubrics ■ evaluation studies ■ guidance for how supplemental materials should complement or enhance general education materials ■ focus groups and/or surveys of teachers and principals

36. Does the district provide guidance and support to schools and teachers in the selection and use of supplemental materials, programs, and interventions for students who are struggling to meet college and career readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Schools and teachers are left to select supplemental materials, programs, and interventions on their own without sufficient support or guidance. For example, there is no guidance in how to diagnose the root causes of a student's learning challenges and to then select the intervention that will best meet their specific needs.	The district provides teachers with guidance and training in identifying the root causes of students' learning challenges and tailoring improvements in core instruction as well as identifying interventions and materials to meet these specific needs. This support is developed and delivered through the collaboration of general, ELL, and special education staff.	■ published guidance or professional development in selecting supplemental materials ■ focus groups and/or surveys of school-based instructional staff

37. Is the district regularly reaching out across departments and to teachers and administrators to gauge the quality and alignment of the curriculum to college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
The district has no process for collecting feedback from district staff, teachers, or administrators to assess whether the curriculum is clear, coherent, and aligned to the district's college- and career-readiness standards at each grade level.	The district employs a robust outreach strategy for soliciting feedback about the curriculum from key instructional staff within the central office, including ELL and special education leaders as well as principal supervisors, school administrators, coaches, and teachers in order to ensure close alignment with grade-level college- and career-readiness standards and to address any issues regarding implementation. To facilitate the process of collecting this feedback, the district provides school-based staff with written guidance on factors to consider in gauging the utility and quality of the curriculum and for identifying where adjustments or additional support is needed.	▪ focus groups and or surveys of school and central office staff ▪ guidance documents

38. Does the district use data and feedback to revise the curriculum and build greater alignment to college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
There is no formal process for making or tracking changes in the curriculum. Changes are made centrally, and there is no specific evidence that performance data or feedback from staff across departments or in schools help shape the revision process or lead to greater alignment with college- and career-readiness standards.	The district systematically uses feedback and assessment results as an opportunity to refine and improve the curriculum, ensuring close alignment with grade-level college and career-readiness standards. The district clearly communicates all changes to the curriculum to teachers, administrators, and staff.	▪ copies of staff surveys or notes from focus groups used in the curriculum revision process ▪ school and classroom walk-throughs

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SECTION V: PROFESSIONAL DEVELOPMENT
Quality, Alignment, and Implementation

39. Does the district have a professional development plan in place to ensure that central office and school-based leaders and staff develop the content knowledge and instructional skills necessary to implement the district's college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
There is no coherent, sustained professional development plan in place to build districtwide capacity for implementing the district's college- and career-readiness standards. Professional development is mainly voluntary and amounts to a series of disconnected offerings that focus heavily on instructional strategies, but do not place a strong enough emphasis on developing the deep content knowledge and expertise required to help students meet college- and career-readiness standards. While professional learning communities or other shared professional development opportunities are available, they are frequently used as extra planning time rather than opportunities to collaboratively build knowledge of content standards and instructional skills.	A comprehensive professional development plan is in place to build central office and school-level capacity for implementing college- and career-readiness standards. In recognition of the complexity of the standards and the need for deep content knowledge and expertise in order to teach to these standards, professional development is rigorous, focused on enhancing content expertise, and sustained throughout the school year. School-based coaches and administrators then follow up directly with teachers to build on the training they receive, illustrating how new knowledge and skills can be integrated into instructional practice. Professional learning communities and other opportunities for collaboration are systematically used to build a shared understanding of standards-based content and instruction, to gauge the level of student work, and to determine next steps for improving student performance.	▪ district professional development plan and calendar ▪ focus groups and/or surveys of principals and teachers ▪ classroom walk-through observations with indicators for gauging the application of professional development

40. Is professional development differentiated to meet the needs of all central office and school-based staff in implementing college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Professional development sessions are planned and delivered in the same way for all staff, not taking into account the various needs and roles played by central office staff, principal supervisors, principals, teachers and coaches in the implementation of college- and career-readiness standards.	The district provides professional development in standards implementation that is tailored to meet the unique needs of central office or school-based staff based on experience, performance, grade level, subject area, and specialized role within the district or at a school. For example, teachers have professional learning opportunities focused on developing deep knowledge of subject area content and instruction, while principals and central office staff learn how to identify standards-aligned instruction in classrooms and how to differentiate instructional support for teachers.	▪ professional development plan and calendar ▪ focus groups and/or surveys of central office and school staff

41. Does the district's professional development provide all teachers with the skills necessary to meet the needs of special groups such as English language learners and students with disabilities, ensuring that all students have access to high instructional standards and expectations?

OFF TRACK	ON TRACK	EVIDENCE
Professional development is designed and offered without the input or involvement of key instructional divisions, including the ELL and special education departments. Professional development offerings are therefore not optimized to prepare teachers to meet the specialized learning needs of ELLs, students with disabilities, struggling students, and other student groups as they work to attain grade-level college- and career-readiness standards.	Professional development is designed to equip all teachers with the content expertise and instructional skills, strategies, and resources necessary to ensure that ELLs, students with disabilities, and other students with specialized learning needs gain the academic knowledge and literacy they need to access grade-level college- and career-readiness standards and content. There is a strong emphasis on setting common, high expectations and building a sense of shared responsibility for all students.	■ focus groups and/or surveys of central office ELL and special education staff ■ focus groups and/or surveys of principals and teachers, including ELL and special education teachers

42. Does the district ensure that both internally- and externally-provided professional development is consistent with the district's instructional vision and aligned to college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
The district funds external and internal professional development providers every year without evaluating their alignment with the district's instructional vision or the consistency of the information they convey about college- and career-readiness standards. Professional development offerings may therefore vary in content and rigor.	The district's professional development plan mandates strategic investments in high quality professional development that is consistent across the board and aligned with the vision and instructional priorities of the district—namely, the implementation of college- and career-readiness standards. In addition, the district works directly with external providers to ensure that their professional development activities build up the capacity of district and school-based staff to eventually provide the same services and support.	■ the district's professional development plan ■ contracts with external providers ■ a sample of school professional development plans ■ school and classroom walk-throughs ■ focus groups and/or surveys of school-level instructional staff ■ student achievement data in targeted areas ■ sample student work

43. Does the district evaluate the effectiveness of professional development in improving instructional practice and increasing student college- and career-readiness levels?

OFF TRACK	ON TRACK	EVIDENCE
The district does not have a structured process for evaluating the effectiveness of professional development in improving instructional practice or increasing student college- and career-readiness levels. The district does not go beyond taking attendance and asking for personal opinions about professional development offerings.	The district regularly evaluates the effectiveness of professional development, assessing whether teacher practice reflects the content and instructional shifts of college- and career-readiness standards and whether these changes positively impact student performance.	■ school and classroom walk-throughs ■ student achievement patterns ■ student work products reflective of grade-level college- and career-readiness standards ■ focus groups and/or surveys of principals and teachers

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44. Are district summative, formative, and criterion-based assessments aligned to the content and rigor of college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
The district has not internally reviewed the extent to which all current and proposed assessments are aligned to the content and rigor of college- and career-readiness standards. Or, the district has conducted a superficial or topical review and continues to administer or adopt assessments without knowing the precise degree of alignment.	The district has carefully developed and/or reviewed district instructional assessments to ensure their content is aligned to district standards, including the scope and sequence of instruction, and that items are of appropriate rigor to assess students' college- and career-readiness. Where possible, assessments have also been reviewed to ensure vertical alignment across grades levels. The district has discontinued the use of assessments that do not sufficiently reflect the content and rigor of district college- and career-readiness standards.	■ test blueprints ■ curriculum implementation plan ■ research and/or assessment evaluation reports ■ curriculum audit results ■ focus groups and/or surveys of teachers

45. Does the district employ a broadly inclusive team of school- and district-based staff to develop or select assessments aligned to college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Assessments are developed or selected by a small, non-diverse group of central office administrators, without the benefit of critical points of view and the expertise of various school and district staff. This lack of diversity and planning may result in assessments being selected and imposed on schools in a manner that creates pushback and undermines the successful and effective implementation of college- and career-readiness assessments.	The district has established a process for developing or selecting assessments that incorporates a range of school-based and central office staff, including teachers, principals, and representatives from the curriculum, ELL, special education, instructional technology, assessment, and research divisions. Designated representatives have received appropriate training on content and assessment item development. This inclusive process has led to broad-based understanding and support for assessments aligned to college- and career-readiness standards.	■ focus groups and/or surveys of teachers and school administrators ■ district assessment development and selection criteria

46. Are current or proposed standards-aligned assessments appropriate for and accessible to special populations and unique student groups?

OFF TRACK	ON TRACK	EVIDENCE
The district has selected assessments appropriate for only the general education population, with little or no consideration of the suitability of accommodations, cultural bias of assessment items, or validity of results when using the assessments with ELLs, students with disabilities, students facing discrimination, and struggling students.	Assessments administered for the purpose of measuring college- and career-readiness have been reviewed for validity, cultural bias, and appropriateness with special populations. Assessments include all necessary accommodations, and the district has selected alternative assessments aligned to the standards and appropriate for special populations.	■ review of the district's portfolio of assessments ■ focus groups and/or surveys of teachers and other school staff—particularly ELL and special education teachers and staff ■ curriculum implementation plan

47. Has the district developed clear and consistent policies and procedures for administering college- and career-readiness assessments?

OFF TRACK	ON TRACK	EVIDENCE
The district has not developed or communicated clear and consistent guidance and policies on assessment administration, logistics, and security.	The district has created specialized assessment implementation and logistics teams to ensure that curriculum staff, school-based administrators, teachers, and staff from the instructional technology, facilities, finance, research, assessment and accountability divisions share the same understanding of test security and implementation plans. The district has policies and procedures in place to ensure minimum technology requirements are met in all schools and classrooms throughout the school year and during testing. Assessment administration is adequately staffed and student testing schedules are created to maximize student success.	▪ written assessment policies and procedures ▪ test security plan ▪ focus groups and/or surveys of school staff ▪ focus groups and/or surveys of students

48. Are assessments designed or selected to provide timely and actionable feedback to teachers and district leaders about student progress toward attaining college- and career-readiness standards?

OFF TRACK	ON TRACK	EVIDENCE
Assessments are narrow in scope and purpose, yielding limited, incomplete, or untimely data on student knowledge, skills, and growth throughout the school year. Teachers, administrators, and district staff therefore lack the information they need to adjust programming, improve instruction, and target interventions in a timely manner. Meanwhile, students may be subject to frequent testing with little value in terms of improving their academic performance or instructional support.	The district designs or selects college- and career-readiness assessments that provide comprehensive, in-depth information about individual students' knowledge, skills, and growth throughout the school year. This data is disseminated in a timely manner in order to inform instruction and interventions.	■ student assessment reports ■ student, focus groups and/or surveys of teachers and school administrators ■ review of the district's portfolio of assessments

49. Has the district clearly articulated testing guidelines and protocols to ensure the uniform and secure administration of college- and career-readiness assessments across schools?

OFF TRACK	ON TRACK	EVIDENCE
In the absence of clear testing guidance and central office monitoring, standards-aligned assessments are administered unevenly across buildings and classrooms, and schools experience testing inconsistencies or security issues.	The district's testing guidelines and security protocols are clearly articulated and communicated with schools. Standards-aligned assessments are administered in a uniform and secure manner across classrooms and buildings.	■ testing irregularity reports ■ district testing guidance documents ■ focus groups and/or surveys of teachers and school administrators ■ classroom walk-throughs

50. Has the district taken steps to ensure that teachers and students have experience with the technology, tools, and methods they will use when taking college- and career-readiness assessments?

OFF TRACK	ON TRACK	EVIDENCE
The district does not review and track the testing methodology that will be employed from school to school, limiting its capacity to adequately inform and prepare school administrators and teachers. Students taking college- and career-readiness assessments may therefore encounter tools and technologies for the first time on test day, or with only a brief or superficial introduction to the devices and methods they will need to be successful.	The district has provided students and their teachers with opportunities to learn and practice using the tools and technologies they will encounter when they take college- and career-readiness assessments.	■ assessment implementation plans ■ school and classroom walk-throughs ■ focus groups and/or surveys of teachers and students

51. Does the district's professional development plan include training for teachers, administrators, and staff on how to access and analyze results from college- and career-readiness assessments?

OFF TRACK	ON TRACK	EVIDENCE
Assessment results are made available through written reports or online with little or no guidance on how to access or analyze the data to identify student academic strengths and challenges.	The district provides timely, user-friendly, and easy-to-interpret reports on all assessment results. Teachers and administrators have been provided guidance on how to customize and interpret the data to identify the academic needs and strengths of all students, including English learners and students with disabilities.	■ assessment reports ■ district professional development plan ■ guidance documents on data use ■ focus groups and/or surveys of teachers and school administrators

52. Has the district provided guidance to ensure that teachers are appropriately using assessment results to inform classroom instruction?

OFF TRACK	ON TRACK	EVIDENCE
The district has not articulated the appropriate instructional purposes of college- and career-readiness assessments. Rather than using assessment data to inform and improve instruction and interventions, teachers "teach to the test," providing instruction based on released items from summative and formative assessments. Or teachers and schools may not be using assessment data at all.	The district has provided school staff and teachers with clear guidance and training in the use of assessment results to inform and improve classroom instruction and interventions.	■ guidance documents on data use ■ classroom walk-throughs ■ focus groups and/or surveys of teachers and school administrators ■ student work samples

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53. Does the district employ multiple measures for gauging students' college- and career-readiness and holding school and district staff accountable?

OFF TRACK	ON TRACK	EVIDENCE
The district does not employ multiple indicators to measure student progress toward college- and career-readiness, relying solely on results from summative state accountability assessments.	The district employs multiple student outcome measures to gauge college- and career-readiness and to inform district, school, and classroom accountability. These measures consist of both quantitative and qualitative data, such as assessment results, student engagement, attendance, student work samples, course-passing rates, student satisfaction, and graduation rates.	■ district assessment portfolio ■ evaluation results ■ district data dashboard

54. Is data on college- and career- readiness standards implementation and on student attainment being coordinated and shared across central office departments?

OFF TRACK	ON TRACK	EVIDENCE
There are no formal structures or protocols for sharing data and coordinating data collection, analysis, and reporting across central office departments. Individual departments collect and maintain their own data. For example, ELL data is stored and accessible only within the ELL department, and access to discipline data is limited to the dean of students.	Standards implementation and student outcome data are systematically collected, analyzed, and reported within and across central office departments and schools. The data are used to coordinate planning and support for the implementation of college- and career-ready standards.	■ data management protocols ■ focus groups and/or surveys of central office staff

55. Has the district developed a formal process for publicly sharing data and program evaluation results on college- and career-readiness initiatives with key internal and external stakeholders?

OFF TRACK	ON TRACK	EVIDENCE
Data is collected and program evaluations are completed, but are not publicized or made available to the public or key stakeholders within the district. Information that may portray the district in a negative light may not be released or published.	All program evaluations and appropriate data are made available on the district website and formally shared with key stakeholders inside and outside the district. Discussions about outcomes focus on continuous program improvement and strengthening implementation of college- and career-readiness standards.	▪ district communications plan ▪ data reporting such as school report cards or program evaluations

NEXT STEPS:

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