



### CRITERION 3

## SYSTEM-WIDE IMPROVEMENT

*Central Office administrators provide leadership, coordination, support, and resources creating coherent, system-wide improvement efforts that result in high standards of achievement for all students.*

- 3.1 Effective Use of Data
- 3.2 Strategic Allocation of Resources
- 3.3 Policy and Program Coherence

### FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
<p>Develops systematic coherence between policies, programs, and practices to advance district learning goals.</p> <p>Analyzes building and district assessment data to communicate, inform, and assist others in meeting achievement goals.</p> <p>Facilitates staff in reflective, data-driven conversations focused on increasing student achievement.</p> <p>Provides timely support to all buildings and departments regarding budget, facilities, and personnel issues.</p> <p>Develops procedures and processes that ensure efficiency and alignment to the district mission.</p> <p>Allocates and manages resources—time, personnel, materials, and facilities to meet the needs of district mission.</p> <p>Develops, interprets, and implements policies and procedures with focus on learning.</p> <p>Collaborates as team member dedicated to supporting the needs of schools.</p>	<p>Provides just-in-time training content to meet the learning needs of principals, coaches, teachers, leaders, and other staff.</p> <p>Provides schools flexibility with accountability for the use of resources in meeting needs of students.</p> <p>Provides needed resources, time, and training.</p> <p>Supports and models effective data protocols and analysis at the building level.</p> <p>Gathers input and feedback from district/building staff and community members.</p> <p>Explains legal and contractual parameters.</p> <p>Helps leaders develop plan for measuring impact of decisions.</p> <p>Advocates for policies and programs that promote equitable learning opportunities for all students.</p> <p>Supports identification and implementation of research-based practices.</p>	<p>Tools, templates, and training plans, agendas, and calendars.</p> <p>Data dashboard portfolios, reports, and presentations.</p> <p>Department plan that reflects the use of resources—people, time, and money—that aligns with district improvement plan.</p> <p>Action plan with SMART goals.</p> <p>Conclusions drawn from data reports aligned with allocation of resources.</p> <p>Communication artifacts such as newsletters, staff memos, and graphics.</p> <p>Legal, contractual, and budgetary documents.</p> <p>Evidence of differentiated support based on student needs in individual buildings.</p> <p>Presentations to board and at administrative meetings regarding policy implementation and program results.</p>

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**RUBRIC**

**3.1 Effective Use of Data**

*Tools, systems, and practices support the use of data to drive district, school, and classroom decision making.*

Unsatisfactory	Basic	Proficient	Distinguished
<p>Fails to use data in work to make program decisions.</p> <p>Provides data reports without discussion.</p> <p>Reviews data sporadically to determine areas of concern.</p>	<p>Inconsistently analyzes and shares different state and district assessment results.</p> <p>Includes state assessment data in program improvement goals.</p>	<p>Provides time and training for data analysis and resulting program adjustments with other administrators.</p> <p>Provides relevant data on state and local assessment results in manageable and usable formats.</p> <p>Disaggregates state and local assessment results, along with demographic, perception, and program data to inform ongoing adjustments for continuous improvement plans.</p> <p>Systematically includes multiple data points to ensure equity of access and benefit in district programs for students regardless of race, gender, and socioeconomic level.</p>	<p>Ensures and facilitates ongoing training to sustain systemic data analysis teams at district and school levels.</p> <p>Provides resources or services to customize data reports at the program, school, and classroom levels.</p> <p>Embeds systems for the ongoing examination of summative and formative assessment measures, along with demographic, perception, and program data, to inform continuous improvement planning.</p> <p>Develops and sustains data-driven differentiated support and allocation models.</p>