

Indistar® is an Internet-based platform that guides district and school Leadership Teams in elevating professional practice. The District Success Markers and District Progress Pacing are the conditions to which the district agrees when initiating Indistar and provide guideposts for determining the fidelity of implementation.

Indistar® focuses on one of the district's core functions: District Support for School Success. Within that core function, Indistar® features seven effective practices. For each of the seven effective practices, Indistar® offers several indicators (29 in all), and each indicator is supported by a Wise Ways® research and practice brief. The district Leadership Team assesses the district performance relative to each of the indicators and works toward full implementation of each indicator.

District Success Markers

1. **District Leadership Team** meets regularly (typically twice a month) to review multiple data sources, assess and improve effective district practice based on indicators, and guide the continuous improvement of district support for school improvement.
2. **District Leadership Team** members regularly review information on the Leadership Team site.
3. **District Leadership Team** reviews work of school Leadership Teams to determine where district supports and resources might be best applied.
4. **District Leadership Team** dialogues with the coach via coaching comments and reviews.
5. **Superintendent** provides direction for the District Leadership Team, focuses on district support for school improvement, builds leadership capacity of others.
6. **District Liaisons** regularly review the work of the School Leadership Teams and provide guidance, reflection, pressure, and support.
7. **Superintendent** generates monthly progress reports (Summary Report and/or Where Are We Now?) for the district and for each school and summarizes the reports for the board.
8. **School board members, district personnel, school personnel, and district stakeholders** (civic leaders, community organizations, parent groups) review reports on the Guest site to stay abreast of the evolving district plan and offer feedback.

District Progress Pacing

1. **The district Leadership Team** focuses on 10 indicators at one time, replacing “fully implemented” indicators/objectives with new ones. At least 7 of the 10 indicators are KEY until the KEY indicators are fully implemented.
2. **The district Leadership Team** brings at least 10 indicators/objectives to full implementation each year.
3. **The district Leadership Team** re-assesses the KEY indicators every two years.
4. **The district Leadership Team** re-assesses other (non-KEY) previously fully implemented indicators/objectives every three years, consistent with a continuous improvement process.

Key Indicators: Twelve indicators (12) are designated as KEY.

Documentation: Leadership Teams continuously document their work - including agendas, minutes, and indicator implementation – in Indistar® for review by the coach.

Progress Check-ins: District Leadership Teams submit their progress three (3) times per year (submit button on tab 3 of Indistar® dashboard).

Suggested Submission dates are as follows:

- October 1
- February 1
- June 1

District Effective Practices and Indicators

Core Function: District Support for School Success

Effective Practice: Improve the school within a framework of district support that includes a team structure

- D01.110.01 KEY The district operates with district-level and school-level Leadership teams. (4512)
- D01.110.02 KEY A team structure for the district and schools is officially incorporated into district policy. (4513)
- D01.110.03 KEY All district and school teams have written statements of purpose and by-laws for their operation. (4514)
- D01.110.04 KEY All district and school teams operate with work plans for the year and specific work products to produce. (4515)
- D01.110.05 KEY All district and school teams prepare agendas for their meetings and keep minutes of their meetings. (4516)

Effective Practice: Align district improvement processes and supports with a clear district vision and direction

- D01.120.01 KEY The school board and superintendent present a unified vision for district and school improvement. (4517)
- D01.120.02 KEY The superintendent and other central office staff are accountable for district and school improvement and student learning outcomes. (4518)
- D01.120.03 KEY The superintendent models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (4519)
- D01.120.04 KEY The superintendent celebrates individual, team, and district/school successes, especially related to student learning outcomes. (4520)

Effective Practice: Provide schools with resources, training, and support for technology and data management

- D01.130.01 The district provides the technology, training, and support to facilitate the school's data management needs. (4521)
- D01.130.02 The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (4522)
- D01.130.03 The district sets district, school, and student subgroup achievement targets. (4523)

Effective Practice: Strategically manage personnel to provide most effective staff where needed most

- D01.140.01 The district provides incentives for staff who work effectively in hard-to-staff schools. (4524)
- D01.140.02 The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (4525)

Effective Practice: Strategically target resources and interventions to demonstrated school and student need

- D01.150.01 The district regularly reallocates resources to support school, staff, and instructional improvement. (4526)
- D01.150.02 The district intervenes early when a school is not making adequate progress. (4527)
- D01.150.03 The district works with the school to provide early and intensive intervention for students not making progress. (4528)
- D01.150.04 The district allows school leaders reasonable autonomy to do things differently in order to succeed. (4529)

Effective Practice: Take the change process into account

- D01.200.01 The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (4530)
- D01.200.02 The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. (4531)
- D01.200.03 The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (4532)
- D01.200.04 The district is prepared for setbacks, resistance, and obstacles on the path to rapid and substantial improvement. (4533)

Effective Practice: Clarify district-school expectations

- D01.300.01 KEY The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (4534)
- D01.300.02 KEY The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (4535)
- D01.300.03 District and school decision makers meet at least twice a month to discuss the school's progress. (4536)
- D01.300.04 District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding. (4537)
- D01.300.05 KEY The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (4538)
- D01.300.06 Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (4539)
- D01.300.07 Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (4540)

Updated 1/4/2018 SR