

**Indistar / Lighting our path to stellar learning.**

Indicator Report - District Indicators

**District Context and Support for School Improvement - Improving the school within the framework of district support**

- IA01 The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)
- IA02 The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)
- IA03 The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3)
- IA04 The district provides incentives for staff who work effectively in hard-to-staff and restructured schools. (4)
- IA05 The district contracts with external service providers for key services in restructured schools. (5)
- IA06 The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6)
- IA07 The district sets district, school, and student subgroup achievement targets. (7)
- IA08 The school board and superintendent present a unified vision for school improvement. (8)
- IA09 The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9)
- IA10 The district regularly reallocates resources to support school, staff, and instructional improvement. (10)
- IA11 The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)
- IA12 The district intervenes early when a school is not making adequate progress. (12)
- IA13 The district works with the school to provide early and intensive intervention for students not making progress. (13)
- IA14 The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)
- IA15 The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)

**District Context and Support for School Improvement - Taking the change process into account**

- IB01 The district operates with district-level and school-level improvement teams. (16)
- IB02 The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)
- IB03 For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (18)

- IB04 For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (19)
- IB05 For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (20)
- IB06 For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (21)
- IB07 The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (22)
- IB08 The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (23)
- IB09 The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (24)
- IB10 In restructuring schools, 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. (25)
- IB11 The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement. (26)
- IB12 The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement. (27)

**District Context and Support for School Improvement - Clarifying district-school expectations**

- IC01 The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)
- IC02 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. (29)
- IC03 District and school decision makers meet at least twice a month to discuss the school's progress. (30)
- IC04 District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding. (31)
- IC05 The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)
- IC06 The district provides the technology, training, and support to facilitate the school's data management needs. (33)
- IC07 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. (34)
- IC08 Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35)

**School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning**

- ID01 A team structure is officially incorporated into the school improvement plan and school governance policy. (36)
- ID02 All teams have written statements of purpose and by-laws for their operation. (37)
- ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)

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