

District Leaders (2016) Diagnostic

Blue Ridge ISD

Fine Arts

Item Category

Exhibits, Performances and Contests

Enrollment

Parent and Community Involvement

Curricular and Instructional Support

Exhibits, Performances and Contests

Leadership and Capacity Building

Blue Ridge ISD students have a variety of opportunities to perform or exhibit work through group and individual activities in Art, Band, Dance/Cheer, Theatre, and Speech.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership to encourage, develop, and deliver a variety of fine arts performance/exhibit opportunities for all campuses.		District leaders build the capacity of campus leadership but do not build the skills to encourage, develop, and deliver a variety of fine arts performance and exhibit opportunities for all campuses.		District leaders build the capacity and skills of campus leadership to encourage, develop, and deliver a variety of fine arts performance and exhibit opportunities that best meet the needs of all campuses.

Exhibits, Performances and Contests

Intervention and Adjustment

Blue Ridge ISD students have a variety of opportunities to perform or exhibit work through group and individual activities in Art, Band, Dance/Cheer, Speech, and Theatre.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate the availability, quality, and support of fine arts performance/exhibit opportunities.		District leaders establish a process based on limited evidence to evaluate the availability, quality, and support of fine arts performance/exhibit opportunities. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate the availability, quality, and support of fine arts performance/exhibit opportunities based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Exhibits, Performances and Contests

Monitoring Performance and Progress

Blue Ridge ISD students have a variety of opportunities to perform or exhibit work through group and individual activities in Art, Band, Speech and Theatre.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review performance/exhibit participation to determine effective outcomes and efficient use of resources.		District leaders review school-level performance and exhibit participation to determine effective outcomes and efficient use of resources.		District leaders review district-wide performance and exhibit participation to determine effective outcomes and efficient use of resources.

Enrollment

Leadership and Capacity Building

Participation in fine arts programs is a direct indicator of student engagement in the programs and activities available to students in Blue Ridge ISD.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership to encourage and support student enrollment in fine arts opportunities at all campuses.		District leaders build the capacity of campus leadership but do not build the skills to encourage and support student enrollment in fine arts opportunities at all campuses.		District leaders build the capacity and skills of campus leadership to encourage and support student enrollment in fine arts opportunities at all campuses that best meet the needs of all students.

Curricular and Instructional Support

Leadership and Capacity Building – Teacher Selection

Development of curriculum and professional development, and support for staffing selection to ensure the delivery of engaging fine arts course content across the district.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership to engage in a collaborative and rigorous teacher-selection process for fine arts positions.		District leaders build the capacity of campus leadership but do not build the skills to engage in a collaborative and rigorous teacher-selection process for fine arts positions.		District leaders build the capacity and skills of campus leadership to engage in a collaborative and rigorous teacher-selection process for fine arts positions.

Enrollment

Intervention and Adjustment

Participation in fine arts programs is a direct indicator of student engagement in the programs and activities available to students in Blue Ridge ISD.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to assist campuses in providing an appropriate variety of fine arts offerings to meet the needs of students.		District leaders establish a process based on limited evidence to assist campuses in providing an appropriate variety of fine arts offerings to meet the needs of most students . <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process based on clear evidence to assist campuses in providing an appropriate variety of fine arts offerings to meet the needs of all students . <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Curricular and Instructional Support

Intervention and Adjustment

Development of curriculum and professional development, and support for staffing selection to ensure the delivery of engaging fine arts course content across the district.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to collaborate with campus leadership regarding effective curriculum delivery and staffing.		District leaders establish a process based on limited evidence to collaborate with campus leadership regarding effective curriculum delivery and staffing. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process based on clear evidence to collaborate with campus leadership regarding effective curriculum delivery and staffing. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Enrollment

Monitoring Performance and Progress

Participation in fine arts programs is a direct indicator of student engagement in the programs and activities available to students in Blue Ridge ISD.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review enrollment data to determine effective outcomes and efficient use of resources.		District leaders review school-level enrollment data to determine effective outcomes and efficient use of resources.		District leaders review district-wide enrollment data to determine effective outcomes and efficient use of resources.

Curricular and Instructional Support

Monitoring Performance and Progress

Development of curriculum and professional development, and support for staffing selection to ensure the delivery of engaging fine arts course content across the district.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review relevant data to determine effective curriculum implementation and efficient use of resources.		District leaders review relevant school-level data to determine effective curriculum implementation and efficient use of resources.		District leaders review relevant district-wide data to determine effective curriculum implementation and efficient use of resources.

Parent and Community Involvement

Leadership and Capacity Building

Parent and community involvement in fine arts is demonstrated through attendance at exhibits and performances, through volunteer support, and through funding support.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership to collaborate with and engage the community in supporting a variety of fine arts opportunities for all campuses.		District leaders build the capacity of campus leadership but do not build the skills to collaborate with and engage the community in supporting a variety of fine arts opportunities for all campuses.		District leaders build the capacity and skills of campus leadership to collaborate with and engage the community in supporting a variety of fine arts opportunities that best meet the needs of all campuses.

Curricular and Instructional Support

Leadership and Capacity Building – Curriculum and Instruction

Development of curriculum and professional development, and support for staffing selection to ensure the delivery of engaging fine arts course content across the district.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership to ensure that the district's written fine arts curriculum is taught across the district.		District leaders build the capacity of campus leadership but do not build the skills to ensure that the district's written fine arts curriculum is taught across the district.		District leaders build the capacity and skills of campus leadership to ensure that the district's written fine arts curriculum is taught across the district.

Parent and Community Involvement

Monitoring Performance and Progress

Parent and community involvement in fine arts is demonstrated through attendance at exhibits and performances, through volunteer support, and through funding support.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review performance/exhibit participation to determine effective outcomes and efficient use of resources.		District leaders review school-level performance and exhibit participation to determine effective outcomes and efficient use of resources.		District leaders review district-wide performance and exhibit participation to determine effective outcomes and efficient use of resources.

Parent and Community Involvement

Intervention and Adjustment

Parent and community involvement in fine arts is demonstrated through attendance at exhibits and performances, through volunteer support, and through funding support.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to collaborate with and engage the community in support for fine arts programs.		District leaders establish a process based on limited evidence to collaborate with and engage the community in support for fine arts programs. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process based on clear evidence to collaborate with and engage the community in support for fine arts programs. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Wellness and Physical Education

ItemCategory

Wellness

Physical Education

Wellness

Leadership and Capacity Building

The wellness program, in conjunction with physical education program, encompasses the components of the Coordinated School Health Model. This systemic approach addresses the complete physical, mental, and social well-being of students. The wellness program includes curriculum content, instructional practices and activities, and health services provided to students and staff.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to ensure the implementation of a comprehensive wellness program.		District leaders build the capacity of campus leadership and staff but do not build the skills to ensure the implementation of a comprehensive wellness program.		District leaders build the capacity and skills of campus leadership and staff to ensure the implementation of a comprehensive wellness program.

Wellness

Monitoring Performance and Progress

The wellness program, in conjunction with physical education program, encompasses the components of the Coordinated School Health Model. This systemic approach addresses the complete physical, mental, and social well-being of students. The wellness program includes curriculum content, instructional practices and activities, and health services provided to students and staff.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Wellness

Intervention and Adjustment

The wellness program, in conjunction with physical education program, encompasses the components of the Coordinated School Health Model. This systemic approach addresses the complete physical, mental, and social well-being of students. The wellness program includes curriculum content, instructional practices and activities, and health services provided to students and staff.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Physical Education

Leadership and Capacity Building

Physical education is a school-based instructional opportunity for students to gain the necessary skills and knowledge for lifelong participation in physical activity.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to ensure the implementation of a physical education program that provides cognitive content and learning experiences in a variety of activity areas.		District leaders build the capacity of campus leadership and staff but do not build the skills to ensure the implementation of a physical education program that provides cognitive content and learning experiences in a variety of activity areas.		District leaders build the capacity and skills of campus leadership and staff to ensure the implementation of a physical education program that provides cognitive content and learning experiences in a variety of activity areas.

Physical Education

Monitoring Performance and Progress

Physical education is a school-based instructional opportunity for students to gain the necessary skills and knowledge for lifelong participation in physical activity.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Physical Education

Intervention and Adjustment

Physical education is a school-based instructional opportunity for students to gain the necessary skills and knowledge for lifelong participation in physical activity.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

21st Century Workforce Development Program

Item Category

Guidance and Advisement

Career Explorations and Service Organizations

Workforce Curriculum and Course Opportunities

Work-Based Learning Experiences

Workforce Skill Development

Marketing, Public Relations and Community Outreach

Guidance and Advisement

Leadership and Capacity Building

Guidance and advisement programs provide information and support to students and parents regarding the variety of curriculum activities, career courses, workforce opportunities, and career options.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to ensure all students are provided opportunities to explore activities, career course, and workforce, options.		District leaders build the capacity of campus leadership and staff but do not build the skills to ensure all students are provided opportunities to explore activities, career course, and workforce, options.		District leaders build the capacity and skills of campus leadership and staff to ensure all students are provided opportunities to explore activities, career course, and workforce, options.

Guidance and Advisement

Monitoring Performance and Progress

Guidance and advisement programs provide information and support to students and parents regarding the variety of curriculum activities, career courses, workforce opportunities, and career options.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Guidance and Advisement

Intervention and Adjustment

Guidance and advisement programs provide information and support to students and parents regarding the variety of curriculum activities, career courses, workforce opportunities, and career options.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Career Explorations and Service Organizations

Leadership and Capacity Building

Career exploration and investigation is essential towards successful college and career planning and workforce development. Explorations and investigations are integrated in curriculum beginning in elementary and are further developed through participation in service organizations in high school and senior high school.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to develop and implement career awareness programs and service organizations.		District leaders build the capacity of campus leadership and staff but do not build the skills to develop and implement career awareness programs and service organizations.		District leaders build the capacity and skills of campus leadership and staff to develop and implement career awareness programs and service organizations.

Career Explorations and Service Organizations

Monitoring Performance and Progress

Career exploration and investigation is essential towards successful college and career planning and workforce development. Explorations and investigations are integrated in curriculum beginning in elementary and are further developed through participation in service organizations in high school and senior high school.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Career Explorations and Service Organizations

Intervention and Adjustment

Career exploration and investigation is essential towards successful college and career planning and workforce development. Explorations and investigations are integrated in curriculum beginning in elementary and are further developed through participation in service organizations in high school and senior high school.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Workforce Curriculum and Course Opportunities

Leadership and Capacity Building

District support of 21st Century Workforce Development begins with curriculum content in elementary schools and progresses through each campus level toward a variety of Career & Technical Education (CTE) and Technology Application course opportunities.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to support curriculum activities and to promote appropriate CTE course opportunities.		District leaders build the capacity of campus leadership and staff but do not build the skills to support curriculum activities and to promote appropriate CTE course opportunities.		District leaders build the capacity and skills of campus leadership and staff to support curriculum activities and to promote appropriate CTE course opportunities.

Workforce Curriculum and Course Opportunities

Monitoring Performance and Progress

District support of 21st Century Workforce Development begins with curriculum content in elementary schools and progresses through each campus level toward a variety of Career & Technical Education (CTE) and Technology Application course opportunities.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Workforce Curriculum and Course Opportunities

Intervention and Adjustment

District support of 21st Century Workforce Development begins with curriculum content in elementary schools and progresses through each campus level toward a variety of Career & Technical Education (CTE) and Technology Application course opportunities.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Work-Based Learning Experiences

Leadership and Capacity Building

Work-Based Learning (WBL) is a formal, structured program linked to the CTE (Career & Technical Education) program of study; applicable to high school and senior high school.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to support opportunities for field trips, development of work-based learning experiences, and communications with local businesses.		District leaders build the capacity of campus leadership and staff but do not build the skills to support opportunities for field trips, development of work-based learning experiences, and communications with local businesses.		District leaders build the capacity and skills of campus leadership and staff to support opportunities for field trips, development of work-based learning experiences, and communications with local businesses.

Work-Based Learning Experiences

Intervention and Adjustment

Work-Based Learning (WBL) is a formal, structured program linked to the CTE (Career & Technical Education) program of study; applicable to high school and senior high school.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Workforce Skill Development

Leadership and Capacity Building

Skills that are essential to life-long success in the workforce are incorporated in curriculum, activities, and programs at all campus levels. These traits and skills are referred to by several terms; soft skills, character traits, non-cognitive skills. These skills include integrity, dependability, interpersonal skills, communication, collaboration, creativity, and critical thinking.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to implement and support programs and strategies for the development of work force skills.		District leaders build the capacity of campus leadership and staff but do not build the skills to implement and support programs and strategies for the development of work force skills.		District leaders build the capacity and skills of campus leadership and staff to implement and support programs and strategies for the development of work force skills.

Workforce Skill Development

Monitoring Performance and Progress

Skills that are essential to life-long success in the workforce are incorporated in curriculum, activities, and programs at all campus levels. These skills are referred to by several terms; soft skills, character traits, non-cognitive skills. These skills include integrity, dependability, interpersonal skills, communication, collaboration, creativity, and critical thinking.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Workforce Skill Development

Intervention and Adjustment

Skills that are essential to life-long success in the workforce are incorporated in curriculum, activities, and programs at all campus levels. These skills are referred to by several terms; soft skills, character traits, non-cognitive skills. These skills include integrity, dependability, interpersonal skills, communication, collaboration, creativity, and critical thinking.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Marketing, Public Relations and Community Outreach

Leadership and Capacity Building

Effective communication and promotion of workforce curriculum, courses, and programs is vitally important to ensure all students and families can fully participate in opportunities that best meet their needs.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to promote student involvement and community understanding in workforce curricular activities, courses and programs.		District leaders build the capacity of campus leadership and staff but do not build the skills to promote student involvement and community understanding in workforce curricular activities, courses and programs.		District leaders build the capacity and skills of campus leadership and staff to promote student involvement and community understanding in workforce curricular activities, courses and programs.

Marketing, Public Relations and Community Outreach

Monitoring Performance and Progress

Effective communication and promotion of workforce curriculum, courses, and programs is vitally important to ensure all students and families can fully participate in opportunities that best meet their needs.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Marketing, Public Relations and Community Outreach

Intervention and Adjustment

Effective communication and promotion of workforce curriculum, courses, and programs is vitally important to ensure all students and families can fully participate in opportunities that best meet their needs.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Work-Based Learning Experiences

Monitoring Performance and Progress

Work-Based Learning (WBL) is a formal, structured program linked to the CTE (Career & Technical Education) program of study; applicable to high school and senior high school.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Second Language Acquisition

ItemCategory

Academic Participation

School Community Participation

At Risk Participation

Academic Participation

Leadership and Capacity Building

Student engagement in SecondLanguage Acquisition is reflected in course enrollment in Languages Other ThanEnglish (LOTE), as well as ELL student enrollment in on-level foundation oradvanced courses.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to implement and support programs and practices that encourage ELL student participation in general education classrooms and language organizations, and secondary student participation in LOTE courses.		District leaders build the capacity of campus leadership and staff but do not build the skills to implement and support programs and practices that encourage ELL student participation in general education classrooms and language organizations, and secondary student participation in LOTE courses.		District leaders build the capacity and skills of campus leadership and staff to implement and support programs and practices that encourage ELL student participation in general education classrooms and language organizations, and secondary student participation in LOTE courses.

Academic Participation

Monitoring Performance and Progress

Student engagement in SecondLanguage Acquisition is reflected in course enrollment in Languages Other ThanEnglish (LOTE), as well as ELL student enrollment in on-level foundation oradvanced courses.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Academic Participation

Intervention and Adjustment

Student engagement in Second Language Acquisition is reflected in course enrollment in Languages Other Than English (LOTE), as well as ELL student enrollment in on-level foundation or advanced courses.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

School Community Participation

Leadership and Capacity Building

Opportunities are available for students to participate in language organizations and for ELL families to engage with the school community.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to implement and support programs and practices that encourage students and families to participate in a variety of activities and organizations.		District leaders build the capacity of campus leadership and staff but do not build the skills to implement and support programs and practices that encourage students and families to participate in a variety of activities and organizations.		District leaders build the capacity and skills of campus leadership and staff to implement and support programs and practices that encourage students and families to participate in a variety of activities and organizations.

School Community Participation

Monitoring Performance and Progress

Opportunities are available for students to participate in language organizations and for ELL families to engage with the school community.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

School Community Participation

Intervention and Adjustment

Opportunities are available for students to participate in language organizations and for ELL families to engage with the school community.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

At Risk Participation

Monitoring Performance and Progress

The district supports the participation and engagement of AtRisk students in advanced courses (honors).

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

At Risk Participation

Intervention and Adjustment

The district supports the participation and engagement of AtRisk students in LOTE courses (Level I and II) and in advanced courses (honors,AP).

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

At Risk Participation

Leadership and Capacity Building

The district supports the participation and engagement of AtRisk students in advanced courses (honors).

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to implement and support programs and practices that encourage participation, engagement, and progress of At Risk students in Level 1.		District leaders build the capacity of campus leadership and staff but do not build the skills to implement and support programs and practices that encourage participation, engagement, and progress of At Risk students in Level 1.		District leaders build the capacity and skills of campus leadership and staff to implement and support programs and practices that encourage participation, engagement, and progress of At Risk students in Level 1.

Digital Learning Environment

Item Category

Technology for Teaching and Learning
Positive School Culture Promoting Digital Learning
Online Learning Environments
Teacher Development and Preparation
Vision and Planning
Community Resources

Technology for Teaching and Learning

Leadership and Capacity Building

Technology is integrated in authentic learning opportunities to promote student acquisition of the knowledge, skills and attitudes needed to perform in the 21st century world.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to ensure all students are provided opportunities to implement and support the integration of technology in a student-centered learning environment.		District leaders build the capacity of campus leadership and staff but do not build the skills to implement and support the integration of technology in a student-centered learning environment.		District leaders build the capacity and skills of campus leadership and staff to implement and support the integration of technology in a student-centered learning environment.

Technology for Teaching and Learning

Monitoring Performance and Progress

Technology is integrated in authentic learning opportunities to promote student acquisition of the knowledge, skills and attitudes needed to perform in the 21st century world.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Technology for Teaching and Learning

Intervention and Adjustment

Technology is integrated in authentic learning opportunities to promote student acquisition of the knowledge, skills and attitudes needed to perform in the 21st century world.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Positive School Culture Promoting Digital Learning

Leadership and Capacity Building

Campus culture promotes the use of technology for digital learning.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to provide equitable access to digital tools and resources, promote digital citizenship, model exemplary use of technology, and promote online collaborative tools.		District leaders build the capacity of campus leadership and staff but do not build the skills to provide equitable access to digital tools and resources, promote digital citizenship, model exemplary use of technology, and promote online collaborative tools.		District leaders build the capacity and skills of campus leadership and staff to provide equitable access to digital tools and resources, promote digital citizenship, model exemplary use of technology, and promote online collaborative tools.

Online Learning Environments

Leadership and Capacity Building

The district provides resources to support opportunities for a wide range of online learning.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to develop and support high quality web and video-based content, on-line training for professional development, and high school on-line credit opportunities.		District leaders build the capacity of campus leadership and staff but do not build the skills to develop and support high quality web and video-based content, on-line training for professional development, and high school on-line credit opportunities.		District leaders build the capacity and skills of campus leadership and staff to develop and support high quality web and video-based content, on-line training for professional development, and high school on-line credit opportunities.

Online Learning Environments

Monitoring Performance and Progress

The district provides resources to support opportunities for a wide range of online learning.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Online Learning Environments

Intervention and Adjustment

The district provides resources to support opportunities for a wide range of online learning.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Teacher Development and Preparation

Leadership and Capacity Building

Training is provided for teachers on the use of technology to enhance instruction, student learning and student creativity.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to provide on-going technology professional development opportunities, promote a culture of “anytime, anywhere” learning, and development of Professional Learning Networks.		District leaders build the capacity of campus leadership and staff but do not build the skills to provide on-going technology professional development opportunities, promote a culture of “anytime, anywhere” learning, and development of Professional Learning Networks.		District leaders build the capacity of campus leadership and staff but do not build the skills to provide on-going technology professional development opportunities, promote a culture of “anytime, anywhere” learning, and development of Professional Learning Networks.

Teacher Development and Preparation

Monitoring Performance and Progress

Training is provided for teachers on the use of technology to enhance instruction, student learning and student creativity.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Teacher Development and Preparation

Intervention and Adjustment

Training is provided for teachers on the use of technology to enhance instruction, student learning and student creativity.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Vision and Planning

Leadership and Capacity Building

Campuses have a shared vision for the comprehensive integration of technology to promote excellence.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to ensure understanding of the long-range Technology Plan and technology mission, development of technology goals and initiatives, and promotion of excellence in professional practices.		District leaders build the capacity of campus leadership and staff but do not build the skills to ensure understanding of the long-range Technology Plan and technology mission, development of technology goals and initiatives, and promotion of excellence in professional practices.		District leaders build the capacity and skills of campus leadership and staff to ensure understanding of the long-range Technology Plan and technology mission, development of technology goals and initiatives, and promotion of excellence in professional practices.

Vision and Planning

Monitoring Performance and Progress

Campuses have a shared vision for the comprehensive integration of technology to promote excellence.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Vision and Planning

Intervention and Adjustment

Campuses have a shared vision for the comprehensive integration of technology to promote excellence.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Community Resources

Leadership and Capacity Building

Technology resources are available to the community.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to promote awareness and use of campus websites, social media, Classroom Portal, school-based technology resources, and to encourage parent and community involvement.		District leaders build the capacity of campus leadership and staff but do not build the skills to promote awareness and use of campus websites, social media, Classroom Portal, school-based technology resources, and to encourage parent and community involvement.		District leaders build the capacity and skills of campus leadership and staff to promote awareness and use of campus websites, social media, Classroom Portal, school-based technology resources, and to encourage parent and community involvement.

Community Resources

Monitoring Performance and Progress

Technology resources are available to the community.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Community Resources

Intervention and Adjustment

Technology resources are available to the community.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Positive School Culture Promoting Digital Learning

Monitoring Performance and Progress

Campus culture promotes the use of technology for digital learning.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Positive School Culture Promoting Digital Learning

Intervention and Adjustment

Campus culture promotes the use of technology for digital learning.

Option 1	Option 2	Option 3	Option 4	Option 5
<p>District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.</p>		<p>District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i></p>		<p>District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i></p>

Dropout Prevention Strategies

Item Category

Community / Family Engagement and Support

Student Focused Programs and Strategies

Supporting Infrastructure and Programs

Community / Family Engagement and Support

Leadership and Capacity Building

When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve. Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership to collaborate with and engage the community in creating a supportive environment for all families and students.		District leaders build the capacity of campus leadership but do not build the skills to engage the community.		District leaders build the capacity and skills of campus leadership to collaborate with and engage the community.

Community / Family Engagement and Support

Monitoring Performance and Progress

When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve. Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program or strategy performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program or strategy performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program or strategy performance data to determine effective outcomes and efficient use of resources.

Community / Family Engagement and Support

Intervention and Adjustment

When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve. Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

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District leaders do not establish a process to select programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to select programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to select programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Student Focused Programs and Strategies

Leadership and Capacity Building

A variety of programs and strategies may be implemented at campuses across the district that focus on the student, these may include:

- Early Childhood Education and Literacy Development
- Service-Learning
- Mentoring/Tutoring
- Alternative Schooling and Extended School Day
- Active Learning
- Student Involvement
- Individualized Instruction

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership to collaborate with and engage campus staff and the community in challenging conversations about student programs and strategies.		District leaders build the capacity of campus leadership but do not build the skills to collaborate with and engage campus staff and the community in challenging conversations about student programs and strategies.		District leaders build the capacity and skills of campus leadership to collaborate with and engage campus staff and the community in challenging conversations about student programs and strategies.

Student Focused Programs and Strategies

Monitoring Performance and Progress

A variety of programs and strategies may be implemented at campuses across the district that focus on the student, these may include:

- Early Childhood Education and Literacy Development
- Service-Learning
- Mentoring/Tutoring
- Alternative Schooling and Extended School Day
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Student Focused Programs and Strategies

Intervention and Adjustment

A variety of programs and strategies may be implemented at campuses across the district that focus on the student, these may include:

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- Alternative Schooling and Extended School Day
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- Student Involvement
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Option 1	Option 2	Option 3	Option 4	Option 5
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Supporting Infrastructure and Programs

Leadership and Capacity Building

Some programs and systems are implemented at the district level which enable or support many campus-level activities. The programs and systems that most directly affect Dropout Prevention activities are:

- Safe Learning Environments
- Professional Development
- Educational Technology
- Career and Technology Education (CTE)
- Testing, Data Collection and Analysis

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership to collaborate with and engage campus staff and the community in challenging conversations about supporting infrastructure and programs.		District leaders build the capacity of campus leadership but do not build the skills to collaborate with and engage campus staff and the community in challenging conversations about supporting infrastructure and programs.		District leaders build the capacity and skills of campus leadership to collaborate with and engage campus staff and the community in challenging conversations about supporting infrastructure and programs.

Supporting Infrastructure and Programs

Monitoring Performance and Progress

Some programs and systems are implemented at the district level which enable or support many campus-level activities. The programs and systems that most directly affect Dropout Prevention activities are:

- Safe Learning Environments
- Professional Development
- Educational Technology
- Career and Technology Education (CTE)
- Testing, Data Collection and Analysis

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program or strategy performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program or strategy performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program or strategy performance data to determine effective outcomes and efficient use of resources.

Supporting Infrastructure and Programs

Intervention and Adjustment

Some programs and systems are implemented at the district level which enable or support many campus-level activities. The programs and systems that most directly affect Dropout Prevention activities are:

- Safe Learning Environments
- Professional Development
- Educational Technology
- Career and Technology Education (CTE)
- Testing, Data Collection and Analysis

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to select programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to select programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to select programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Compliance Reporting

Item Category

**Staff Appraisals and Professional Development (PDAS)
 Language Proficiency Assessment Committee (LPAC)
 Section 504/Campus Monitoring Intervention Team (CMIT)
 Special Education**

Staff Appraisals and Professional Development (PDAS)

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to understand and support PDAS and Learner Centered Appraisal process, provide quality professional development, and provide all training required for policy and legal compliance.		District leaders build the capacity of campus leadership and staff but do not build the skills to understand and support PDAS and Learner Centered Appraisal process, provide quality professional development, and provide all training required for policy and legal compliance.		District leaders build the capacity and skills of campus leadership and staff to understand and support PDAS and Learner Centered Appraisal process, provide quality professional development, and provide all training required for policy and legal compliance.

Staff Appraisals and Professional Development (PDAS)

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Staff Appraisals and Professional Development (PDAS)

Intervention and Adjustment

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Language Proficiency Assessment Committee (LPAC)

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to understand and support the LPAC program process, provide quality training for all LPAC members, and ensure proper documentation required for policy and legal compliance.		District leaders build the capacity of campus leadership and staff but do not build the skills to understand and support the LPAC program process, provide quality training for all LPAC members, and ensure proper documentation required for policy and legal compliance.		District leaders build the capacity and skills of campus leadership and staff to understand and support the LPAC program process, provide quality training for all LPAC members, and ensure proper documentation required for policy and legal compliance.

Language Proficiency Assessment Committee (LPAC)

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Language Proficiency Assessment Committee (LPAC)

Intervention and Adjustment

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.

Section 504/Campus Monitoring Intervention Team (CMIT)

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to understand and support the 504/CMIT program process, provide quality training for all coordinators/specialists, and ensure proper documentation required for policy and legal compliance.		District leaders build the capacity of campus leadership and staff but do not build the skills to understand and support the 504/CMIT program process, provide quality training for all coordinators/specialists, and ensure proper documentation required for policy and legal compliance.		District leaders build the capacity and skills of campus leadership and staff to understand and support the 504/CMIT program process, provide quality training for all coordinators/specialists, and ensure proper documentation required for policy and legal compliance.

Section 504/Campus Monitoring Intervention Team (CMIT)

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Section 504/Campus Monitoring Intervention Team (CMIT)

Intervention and Adjustment

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Special Education

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to understand and support the Special Education program process, provide quality training for all Special Education department members, and ensure proper documentation required for policy and legal compliance.		District leaders build the capacity of campus leadership and staff but do not build the skills to understand and support the Special Education program process, provide quality training for all Special Education department members, and ensure proper documentation required for policy and legal compliance.		District leaders build the capacity and skills of campus leadership and staff to understand and support the Special Education program process, provide quality training for all Special Education department members, and ensure proper documentation required for policy and legal compliance.

Special Education

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Special Education

Intervention and Adjustment

Option 1	Option 2	Option 3	Option 4	Option 5
<p>District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.</p>		<p>District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i></p>		<p>District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i></p>

Educational Programs for Gifted and Talented Students

Item Category
 Curriculum and Instruction
 Professional Development
 Advanced Academics

Curriculum and Instruction

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to ensure a comprehensive curriculum, instructional opportunities in the four core areas (English Language Arts, Science, Social Studies and Math), and appropriate allocation of instructional time.		District leaders build the capacity of campus leadership and staff but do not build the skills to ensure a comprehensive curriculum, instructional opportunities in the four core areas, and appropriate allocation of instructional time.		District leaders build the capacity and skills of campus leadership and staff to ensure a comprehensive curriculum, instructional opportunities in the four core areas, and appropriate allocation of instructional time.

Curriculum and Instruction

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Curriculum and Instruction

Intervention and Adjustment

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to select programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to select programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to select programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Professional Development

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to support and to provide for teachers or Gifted/Talented specialists.		District leaders build the capacity of campus leadership and staff but do not build the skills to support and provide for teachers or Gifted/Talented specialists.		District leaders build the capacity and skills of campus leadership and staff to support and provide for teachers or Gifted/Talented specialists.

Professional Development

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Professional Development

Intervention and Adjustment

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to select programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to select programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to select programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Advanced Academics

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to ensure appropriate instructional time, to support participation in advanced academic courses, or to support participation in AP/IB exams.		District leaders build the capacity of campus leadership and staff but do not build the skills to ensure appropriate instructional time, to support participation in advanced academic courses, or to support participation in AP/IB exams.		District leaders build the capacity and skills of campus leadership and staff to ensure appropriate instructional time, to support participation in advanced academic courses, or to support participation in AP/IB exams.

Advanced Academics

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Advanced Academics

Intervention and Adjustment

Option 1	Option 2	Option 3	Option 4	Option 5
<p>District leaders do not establish a process to select programs or strategies based on evidence of effectiveness and efficient use of resources.</p>		<p>District leaders establish a process to select programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i></p>		<p>District leaders establish a process to select programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i></p>

Community and Parental Involvement

Item Category PTO Membership and Organization Welcoming All Families Communicating Effectively Supporting Student Success Community and Business Partnerships

PTO Membership and Organization

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to support the goals and effectiveness of PTO.		District leaders build the capacity of campus leadership and staff but do not build the skills to support the goals and effectiveness of PTO.		District leaders build the capacity and skills of campus leadership and staff to support the goals and effectiveness of PTO.

PTO Membership and Organization

Intervention and Adjustment

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

PTO Membership and Organization

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Welcoming All Families

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to develop the active participation of all families in the life of the school.		District leaders build the capacity of campus leadership and staff but do not build the skills to develop the active participation of all families in the life of the school.		District leaders build the capacity and skills of campus leadership and staff to develop the active participation of all families in the life of the school.

Welcoming All Families

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Welcoming All Families

Intervention and Adjustment

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District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Communicating Effectively

Intervention and Adjustment

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Communicating Effectively

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to engage the community in meaningful and timely communication about student learning.		District leaders build the capacity of campus leadership and staff but do not build the skills to engage the community in meaningful and timely communication about student learning.		District leaders build the capacity and skills of campus leadership and staff to engage the community in meaningful and timely communication about student learning.

Communicating Effectively

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Supporting Student Success

Intervention and Adjustment

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Supporting Student Success

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to collaborate with families in supporting student learning and success.		District leaders build the capacity of campus leadership and staff but do not build the skills to collaborate with families in supporting student learning and success.		District leaders build the capacity and skills of campus leadership and staff to collaborate with families in supporting student learning and success.

Community and Business Partnerships

Intervention and Adjustment

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not establish a process to evaluate programs or strategies based on evidence of effectiveness and efficient use of resources.		District leaders establish a process to evaluate programs or strategies based on limited evidence of effectiveness and efficient use of resources. <i>For example, using data from selected cases or schools or using informal qualitative information to assess programs and practices.</i>		District leaders establish a process to evaluate programs or strategies based on clear evidence of effectiveness and efficient use of resources. <i>For example, using district wide data and using formal qualitative and quantitative information to assess programs and practices.</i>

Supporting Student Success

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.

Community and Business Partnerships

Leadership and Capacity Building

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not build the capacity or skills of campus leadership and staff to develop community and business partnerships.		District leaders build the capacity of campus leadership and staff but do not build the skills to develop community and business partnerships.		District leaders build the capacity and skills of campus leadership and staff to develop community and business partnerships.

Community and Business Partnerships

Monitoring Performance and Progress

Option 1	Option 2	Option 3	Option 4	Option 5
District leaders do not review program performance data to determine effective outcomes and efficient use of resources.		District leaders review school-level program performance data to determine effective outcomes and efficient use of resources.		District leaders review district-wide program performance data to determine effective outcomes and efficient use of resources.