

USOE Title I District Improvement - Using the Appraisal Categories and Statements as a District Self Assessment

The Five Categories (Curriculum, Teaching and Learning, Leadership, Resource Management, and Culture and Climate) have been confirmed to impact student achievement in varying degrees.

Instructions: Please rate your district by circling the rating that most accurately describes your impression.

1. Curriculum Statement Questions

Rating

- | | | | | |
|---|---------|---------|------------|-----------|
| a. Does the district ensure that the USOE Core Curriculum is clearly articulated and consistently implemented, K-12 (vertical articulation)? | Minimal | Partial | Proficient | Exemplary |
| b. Does the district ensure that the USOE Core Curriculum is clearly articulated and consistently implemented within each grade level and content area across the district (horizontal articulation)? | Minimal | Partial | Proficient | Exemplary |
| c. Does the district ensure that instructional materials are aligned with the USOE Core Curriculum and embed current research-based strategies? | Minimal | Partial | Proficient | Exemplary |
| d. Does the district have a system in place to inform all parents or guardians of students in the district of USOE Core Curriculum expected learning outcomes for students at each grade level? | Minimal | Partial | Proficient | Exemplary |

2. Teaching and Learning Statement Questions

Rating

- | | | | | |
|---|---------|---------|------------|-----------|
| a. Does the district implement a systematic process to support the orientation and support of new and provisional teachers? | Minimal | Partial | Proficient | Exemplary |
| b. Does the district implement a systematic process to support the orientation and support of new principals? | Minimal | Partial | Proficient | Exemplary |

c. Does district professional development address educators' ongoing understanding and support and monitor implementation of research-based teaching and learning strategies?	Minimal	Partial	Proficient	Exemplary
d. Does district professional development address educators' ongoing understanding of data-driven district goals focused on improving student achievement and the analysis of appropriate assessment data to inform instruction to reach district goals?	Minimal	Partial	Proficient	Exemplary
e. Does the district require and support implementation of common formative assessments that align with the USOE Core Curriculum and guide differentiated instruction?	Minimal	Partial	Proficient	Exemplary
f. Does district policy and practice provide time for frequent collaboration to analyze data related to student achievement and promote effective instruction for closing the achievement gap and raising the achievement for all children?	Minimal	Partial	Proficient	Exemplary
g. Does the district have a policy stating clear expectations for allocation and protection of instructional time in all core subject areas and implement the policy consistently?	Minimal	Partial	Proficient	Exemplary
h. Does the district consistently and systematically implement policies and procedures to reduce tardiness and absenteeism?	Minimal	Partial	Proficient	Exemplary

3. Leadership Statement Questions

Rating

a. Does district leadership ensure that its vision and mission statements focus on student achievement and guide all decisions?	Minimal	Partial	Proficient	Exemplary
b. Does district leadership implement a set of efficient operating procedures and practices that promote learning?	Minimal	Partial	Proficient	Exemplary
c. Does district leadership ensure that research-based strategies are implemented and incorporated with SMART (specific, measurable, attainable, realistic, and time-bound) goals?	Minimal	Partial	Proficient	Exemplary

- | | | | | |
|---|---------|---------|------------|-----------|
| d. Does district leadership conduct a comprehensive needs assessment and formulate a plan to meet needs, raise student achievement, and close the achievement gap? | Minimal | Partial | Proficient | Exemplary |
| e. Does district leadership align its procedures and practices with the CUSAP to promote achievement of district goals? | Minimal | Partial | Proficient | Exemplary |
| f. Does district leadership build and foster collaborative relationships with internal stakeholders, including the School Board, administrators, teachers, staff, and students? | Minimal | Partial | Proficient | Exemplary |
| g. Does district leadership promote partnerships with community agencies, organizations, and/or corporate enterprises in achieving its goals? | Minimal | Partial | Proficient | Exemplary |
| h. Does district leadership promote partnerships with families in achieving its goals? | Minimal | Partial | Proficient | Exemplary |

4. Resource Management Statement Questions

Rating

- | | | | | |
|--|---------|---------|------------|-----------|
| a. The district hires and/or assigns, and retains principals, teachers, and staff with strong instructional and leadership skills at underperforming schools to support achievement of district goals, with a priority on schools that have a high number of risk factors? | Minimal | Partial | Proficient | Exemplary |
| b. Does the district have a transparent budget process and allocate resources based on cost effectiveness with student achievement as its focus? | Minimal | Partial | Proficient | Exemplary |
| c. Does the district provide and maintain appropriate instructional resources and support implementation through professional development? | Minimal | Partial | Proficient | Exemplary |
| d. Does the district acquire or assist with the acquisition and monitoring of all federal, state, and competitive grants and other sources of revenue that support increased student achievement? | Minimal | Partial | Proficient | Exemplary |

5. Culture and Climate Statement Questions

Rating

a. Does the district have goals, objectives, and practices that ensure administrators, staff, parents/guardians, community members, and students are respected and valued partners in the education process?	Minimal	Partial	Proficient	Exemplary
b. Does the district demonstrate a strong commitment to equality, equity, fairness, and the use of culturally responsive practices?	Minimal	Partial	Proficient	Exemplary
c. Does the district recognize that educators are professionals and value their roles in meeting student achievement goals?	Minimal	Partial	Proficient	Exemplary
d. Does the district function as a support and resource to its schools?	Minimal	Partial	Proficient	Exemplary

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