COMPREHENSIVE DISTRICT RUBRIC FOR DTSDE

New York State Education Department Diagnostic Tool for School and District Effectiveness				
***Tenet 1 - District Leadership and Capacity:** The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.				
Statements of Practice	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
Statement of Practice 1.1: The district has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.	a) The district has vigorous recruitment strategies and structures that include partnerships with colleges, institutions and other agencies that lead to highly effective personnel in all schools. b) The district adaptively uses a comprehensive plan for supporting school leaders to create systems for evaluating staff and providing frequent, relevant feedback and professional development that lead to an improvement of practices. c) The district collaborates with schools to develop and implement strategies that lead to high levels of staff retention.	a) The district has recruitment strategies and structures inclusive of external partnerships that lead to adequate personnel in all schools. b) The district has a generic plan for supporting school leaders that leads to an understanding of staff evaluation, frequent feedback and professional development that reflect on practices. c) The district develops and implements strategies that lead to high levels of staff retention.	a) The district recruitment strategies and partnerships are not systemic and do not provide schools the opportunity to readily access highly effective or adequate personnel. b) The district plan is not comprehensive and addresses only a subset of school needs, leading to inconsistent professional development. c) The district provides feedback to schools on staff retention.	a) The district does not recruit personnel and does not have partnerships with external agencies. b) The district does not have a plan and/or does not implement its plan to support school leaders in a way that enables them to effectively evaluate their staff and provide them with appropriate professional development. c) The district does not involve itself with staff retention.
Statement of Practice 1.2: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.	a) The district has developed structures for assessing and deploying resources that readily respond to the expressed needs of school communities. b) The district uses ongoing assessments to provide adaptive support to school leaders around how their school is organized and fully benefits from resources allocated by the district. c) The district ensures that resources are equitably and adequately allocated throughout the district to meet student, staff and family needs.	a) The district has developed structures for assessing and deploying resources that eventually respond to the needs of school communities. b) The district provides school leaders generic support around how their school is organized and benefits from resources allocated by the district. c) The district ensures that resources are adequately allocated throughout the district to meet student, staff and family needs.	a) The district has structures for deploying resources that address the needs of school communities. b) The district provides school leaders generic support concerning resources allocated by the district. c) The district allocation of resources to schools considers the needs of students, staff and families.	a) The district does not have structures in place for assessing and/or deploying resources that address the needs of school communities. b) The district does not provide support to schools concerning the use of resources. c) The district's allocation of resources does not adequately consider the needs of students, staff and families.
Statement of Practice 1.3: The district leadership has a comprehensive explicit theory of	a) The district leadership has created and explicitly communicated a strong, cogent theory of action that includes how all staff members must establish a set of high expectations	a) The district leadership has communicated a set of high expectations for connecting professional practices to student outcomes.	a) The district leadership has a set of high expectations that have not been widely communicated and have limited connections	a) The district leadership has not explicitly committed to high expectations that connect to professional practices and

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action about school culture that robustly communicates high expectations for addressing the needs of all constituents.	for connecting their professional practices to student outcomes. b) The district leadership has established an organized approach for timely communication of the strong, cogent theory of action using a variety of strategies and methods, including translations into all pertinent languages, for all constituents.	b) The district has established an approach for communicating its theory of action, which includes translations into all pertinent languages, for all constituents.	to how staff align their professional practices to student outcomes. b) The district communicates the theory of action using limited methods that do not meet the needs of all constituents.	student outcomes. b) The district does not have an established routine for communicating its theory of action to any of its constituents.
Statement of Practice 1.4: The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.	a) The district has a comprehensive plan that leads to the creation of a wide array of professional development opportunities concerning all areas of a school community. b) The district widely communicates an established calendar of professional development opportunities that are based on the assessment of school staff practices and are offered in ways that allow and encourage high levels of participation and engagement. c) The district has established mechanisms for providing follow-up support that are adaptive and tailored to the needs of staff members from individual schools.	a) The district has a plan that leads to the creation of professional development opportunities that addresses concentrated areas of a school community. b) The district communicates an established calendar of professional development opportunities that are based on the assessment of school staff practices. c) The district has established mechanisms for providing follow-up support that is generic to the needs of staff members from individual schools.	a) The district offers professional development as a reactive measure to respond to areas of need based on occurrences and observations. b) The district communicates available professional development opportunities. c) The district provides follow-up support on professional development that it has provided to school staff.	a) The district provides professional development upon school requests. b) The district does not maintain a calendar of professional development opportunities to communicate to schools. c) The district does not provide follow-up support on professional development for school staff.
Statement of Practice 1.5: The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.	a) The district widely communicates a vision and expectations for how data is to be used by all staff members for supporting, instructing, and establishing goals for students and the school. b) The district readily identifies a wide array of evidenced-based best practices concerning teachers' use of data that inform what, when and how teachers instruct students that lead to increased student achievement and successfully meet school goals.	a) The district communicates expectations for how data is to be used by staff members for supporting, instructing, and establishing goals for students and the school. b) The district identifies a best practice concerning teachers' use of data that informs how teachers instruct students and addresses student achievement and school goals.	a) The district communicates expectations for how data is to be used by specific and targeted staff members. b) The district identifies practices concerning teachers' use of data that inform how teachers instruct students.	a) The district does not communicate its expectations for how data is to be used by staff members for supporting, instructing and establishing goals for students. b) The district has identified practices connected to how teachers instruct students, but they are not aligned to the use of data.

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****Statement of Practice 2.1:** The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.	a) The district forges a reciprocal relationship with the school leader fostering a culture of collegiality and support that results in the school leader consulting, engaging and partnering with the district, or the district implements interventions as necessary and the school leader is consulted as needed. b) The district provides the school leader with a wide range of high-quality support options that have been designed and tailored to meet the various needs of the school community. c) The district and school leader collaborate to create, nurture and sustain a school-wide vision and learning environment that is responsive to the needs of all of its stakeholders and the school community.	a) The district forges a relationship with the school leader that encourages the school leader to consult and engage with the district, or the district implements interventions as necessary. b) The district provides the school leader with high-quality support options that meet the instructional needs of the school community. c) The district supports and promotes the school leader's vision to create, nurture and sustain a school community that is responsive to the needs of all of its stakeholders.	a) The district's relationship with the school leader is reactionary based on observed practices and district-assigned tasks. b) The district provides the school leader with select support options that meet specific needs within the school community. c) The district is aware of the school leader's vision to create, nurture and sustain a school community that is responsive to the needs of all of its stakeholders, but does not actively support the vision.	a) The district is not cognizant of the school's abilities to respond and complete district-assigned tasks or the needs of the school community to foster an effective relationship. b) The district support is not targeted to address the needs of the school community. c) The district has not collaborated or engaged with the school leader regarding his/her vision.
****Statement of Practice 3.1:** The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum ***appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.	a) The district establishes open and reciprocal communication with the school that leads to high levels of ownership of collaboration, transparency and accountability concerning what and how teachers instruct students. b) The district partners with the school to design a robust support infrastructure that is aligned to the instructional needs and the implementation of CCLS curricula (curriculum modules, district/school-developed CCLS curricula, etc.) that incorporate the arts, technology and other enrichment subjects. c) The district proactively utilizes assessment and accountability systems to assess school-wide effectiveness, monitor school progress and provide the school with real-time analysis of student learning and patterns and trends that lead to the development of school-wide improvement plans.	a) The district establishes open and reciprocal communication with the school that leads to high levels of ownership of accountability. b) The district provides the school community with support that is aligned to the instructional needs and use of CCLS curricula (curriculum modules, district/school-developed CCLS curricula, etc.) that incorporate the arts, technology and other enrichment subjects. c) The district utilizes assessment and accountability systems to assess school-wide effectiveness, monitor school progress and determine patterns in student learning, and shares its findings with the schools.	a) The district has intermittent communication with the school and/or communicates only during periods of concern. b) The district offers the school community support that is aligned to the use of CCLS curricula and instructional needs. c) The district utilizes assessment and accountability tools to monitor school progress and identify patterns in student learning.	a) The district's communication with the school does not effectively address what and how teachers should instruct students, and does not foster a sense of ownership on the school's behalf. b) The school is not receiving supports from the district concerning the use of CCLS curricula. c) The district's utilization of assessment and accountability tools does not focus on analyzing student learning in schools.

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****Statement of Practice 4.1:** The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals and levels of engagement.	a) There is reciprocal communication between the district and school to make decisions around the various professional development needs of all groups of teachers concerning instructional practices and decisions aligned to school data, leading to consistent and sustained student improvement. b) The district provides multiple points of entry for teachers to participate in learning opportunities to understand and utilize best practices, effective instructional planning, decision-making and delivery. c) The district has systems and structures that lead to comprehensive follow-up support for teacher development in the areas of student data use, goal-setting, and instructional practices that yield high levels of student engagement and achievement.	a) The district and school communicate around professional development needs of groups of teachers concerning instructional practices and decisions aligned to school data, which leads to increased student outcomes. b) The district provides teachers with learning opportunities that help teachers identify best practices and strategies. c) The district has a system for providing follow-up support based on its professional development offerings to teachers that addresses areas of instructional practices aligned to data.	a) The district and school's communication around professional development does not take school or student data and learning into account, which leads to inconsistent improvements in student outcomes. b) The district provides learning opportunities that do not add to teachers' knowledge of best practices and strategies. c) The district provides follow-up on support for professional development to teachers in areas of instructional practices.	a) The district and school do not communicate around professional development, which leads to the professional development being misaligned with the needs of the school's teachers and students. b) The district does not provide professional development in areas that are responsive to teacher needs. c) The district does not provide follow-up support for teachers in areas of instructional practices.
****Statement of Practice 5.1:** The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	a) The district has a comprehensive support policy that focuses on proactively working with schools and community organizations, which includes delivering a wide range of professional development topics and opportunities to school staff so that an array of student social and emotional developmental health needs are met to ensure academic success. b) The district provides follow-up support (coaching, modeling, subject matter expertise, etc.) that is dynamic and tailored to the skill and capacity of the school-level staff, which enables them to effectively implement the strategies learned during district-level professional development.	a) The district has a policy where the district, schools and community organizations collaborate to deliver professional development topics to school staff so that student social and emotional developmental health needs are met to ensure academic success. b) The district, school and community organizations provide follow-up support that addresses the school-level staff's ability to implement strategies learned during district-level professional development.	a) The district delivers professional development topics to school staff concerning student social and emotional developmental health needs. b) The district provides follow-up support to school-level staff connected to district-level professional development.	a) The district does not provide professional development in the area of student social and emotional developmental health. b) The district does not provide follow-up support.
****Statement of Practice 6.1:**The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with	a) The district has policies, systems and structures that create a climate of belonging for families and communities and incentivizes and emulates practices that will lead to school-wide adoption. b) The district has implemented a purposeful communication strategy that includes how information is disseminated, in all pertinent languages, to families and community members that enables the exchange, understanding and fluid access of timely student-, school- and district-based information.	a) The district creates policies, systems and structures that espouse a climate of belonging for families and communities and incentivizes school-wide adoption of the district's policies. b) The district has implemented a purposeful communication strategy, in all pertinent languages, to families and community members that allows for the exchange of student, school and/or district information.	a) The district policy espouses a climate of belonging for families and communities and encourages school-wide adoption of the district's policies. b) The district communicates about school and district information to families in a way that does not meet families' varying needs. c) The district's partnerships and supports are focused on limited areas of support that do	a) The district's policy for family and community engagement does not extend to the schools, or there is not a district-wide family engagement policy in place. b) The district communicates with families only around district-level information. c) The district has not cultivated the necessary partnerships or developed or allocated resources appropriately to

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community organizations and families.	c) The district cultivates robust partnerships and has identified and developed a toolkit of effective resources and supports to respond to the needs of students and families that have been widely shared and proven to effectuate greater student and family outcomes.	c) The district cultivates partnerships and has identified resources and supports to respond to the needs of students and families that have been shared with families and schools.	not fully address the needs of all students and families.	respond to the needs of its students and families.

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