### CRITERION 3
**SYSTEM-WIDE IMPROVEMENT**

**RUBRIC**

#### 3.2 Strategic Allocation of Resources

The learning needs of students drive a coordinated, flexible, and aligned resource allocation model.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defers to the finance office to prepare and distribute budget allocations without input.</td>
<td>Begins to seek input from central office department and building administrators on budget allocations.</td>
<td>Regularly works with other central office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in all buildings.</td>
<td>Provides a systematic process to coordinate all available basic and categorical resources to build budgets targeted to improve student performance across the system.</td>
</tr>
<tr>
<td>Fails to share or does not have an allocation model for budget and staffing.</td>
<td>Communicates a fixed allocation model for budget and staffing.</td>
<td>Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model.</td>
<td>Facilitates the acquisitions of additional resources and partnerships to the greatest advantage in reaching academic improvement goals.</td>
</tr>
<tr>
<td>Fails to focus budget development on improving academic achievement over maintaining operational needs.</td>
<td>Lacks clear coordination with others while seeking to acquire additional resources.</td>
<td>Consistently considers and coordinates acquisition of additional resources with all district improvement efforts.</td>
<td>Actively sustains an allocation process that continuously reviews and adjusts to assure every student receives the resources necessary to achieve at high levels of learning.</td>
</tr>
<tr>
<td>Does not coordinate various budget resources with relevant departments.</td>
<td>Provides categorical dollars per guidelines to target academic improvement in qualified buildings.</td>
<td>Ensures struggling students have necessary time, space, staff, and programs for accelerating improvement.</td>
<td>Ensures that results of the flexible use of resources at the district, department, and building levels inform improved practice across the system.</td>
</tr>
<tr>
<td>Does not make fiscal decisions to maximize resources.</td>
<td></td>
<td>Encourages building- and department-based flexibility to allocate resources with accountability for improved student learning.</td>
<td></td>
</tr>
</tbody>
</table>

- Takes an equity stance
- Wrote and oversaw iGrants and various revenue sources
- Participated in a collaborative budget building process using our theory of action
- Connected resources to ENDS and strategic goals
- Supported blended funding models
- Moved beyond a focus on compliance exclusively
- Differentiates resources for students, staff and schools
- A next step is monitoring progress to see if our resources are producing the desired outcomes
## 2.2 Coordinated and Aligned Curriculum and Assessment

*District curriculum, accompanying instructional resources, and district and classroom assessment practices ensure students from school to school and grade to grade experience a rigorous curriculum leading to college and workplace readiness as students exit the system.*

### Unsatisfactory
- Lacks district documentation that articulates expectations for students or instructional direction for teachers.
- Fails to support practices that provide vertical or horizontal alignment of content and rigor.
- Fails to monitor for equity of access to rigorous curriculum.
- Fails to ensure that choices of instructional resources and strategies are research-based and coordinated across the system.
- Fails to provide an aligned assessment system beyond reliance on required state assessments.

### Basic
- Provides processes to document learning targets and expectations for instruction establishing Pre-K–12 vertical alignment in core content areas.
- Provides partial or inconsistent leadership and support for horizontal alignment with results varying by team or building by building.
- Monitors for and recognizes gaps in access to rigorous coursework for all students.
- Manages and begins to process and coordinate the selection of instructional resources and strategies in core subject areas.
- Facilitates district use of periodic district-wide assessments, in addition to state testing, to monitor student progress.

### Proficient
- Creates district documentation of content and rigor in the core content areas.
- Develops systems for horizontal alignment so that it is evident classroom to classroom in all schools.
- Ensures students have equity of access to rigorous curriculum across the system.
- Ensures that research-based instructional resources and strategies in core subject areas are closely coordinated, used, and monitored for progress in closing achievement gaps.
- Develops formative assessment measures for core content areas that are aligned with state standards in content, cognitive demand, and context.

### Distinguished
- Creates district documentation of core skills and processes that contribute to college and workplace readiness written curriculum Pre-K–12 in all content areas. Reviews and updates documents regularly.
- Demonstrates leadership, training, and support so that instructional resources and strategies are used consistently and effectively in classrooms across the system.
- Demonstrates leadership, training, and support so that implemented instructional resources and strategies are closing the achievement gaps across the system.
- Provides systems of collaboration that contribute to use, revision, and effectiveness of aligned formative assessments.

### Evidence
- Budgeted for and supported curriculum adoptions and alignment
- Increased AP course offerings and training
- Increased CTE course offerings and training
- Assumes responsibility for all and each student; takes an equity stance (versus equality)
- Overcomes barriers to closing achievement gaps (e.g., tier 3 intervention, graduation specialist, combined AP/literacy coach)
- Holds a results orientation using student data to determine effectiveness of programs and services
- Supported implementation and training of a new data dashboard