



Overview of The Broad Prize Framework for School District Excellence

Purpose. The Broad Prize is awarded each year to honor urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among low-income and minority students. The purpose of the site visits is to collect information about the quality of practices implemented throughout the district during the past four years that led to the district's selection as a Broad Prize finalist. The data that are collected by the researchers are used by a selection jury, along with the district's quantitative student achievement data, to determine The Broad Prize winner.

The Broad Prize Framework for School District Excellence. The framework used to judge the quality of practices being implemented in school districts is based on a comprehensive review of the research literature on effective district practices conducted over the past 10 years. The framework is comprised of three categories of performance:

- **Teaching and Learning**, which includes curriculum, instruction, assessment, and support for teaching and learning;
- **District Leadership**, which includes instructional leadership, district governance, strategic planning, and performance and accountability; and
- **Operations and Support Systems**, which includes allocation of financial resources, human resource systems, and organizational structure and management.

Within each of the three performance categories, there is a series of "indicators" that signals research-based effective practices are in play. Each of these indicators is supported by elements that further define the effective practice.



The Broad Prize Framework for School District Excellence

Teaching and Learning

Curriculum

INDICATOR C1. The district has a rigorous, relevant, written curriculum.

- The curriculum has been well defined so that each grade level and subject matter has either a scope and sequence or curriculum map.
- The curriculum is effectively sequenced and paced so teachers can adequately address the content in the time available.
- The curriculum emphasizes rigor and relevance in all content areas and grade levels and prepares students for postsecondary education/careers.

INDICATOR C2. The district curriculum is effectively aligned to state content standards.

- The curriculum is directly based on and aligned with all state content standards and grade level expectations.
- The district routinely uses a review process to ensure that the curriculum is well aligned and comprehensive.
- The district revises the curriculum as needed to improve effectiveness.

INDICATOR C3. The district has standards-aligned instructional materials needed to implement the curriculum.

- The district has standards-aligned materials (e.g., textbooks, manipulatives or technology) needed to implement the curriculum in all content areas for all grades.
- The district has a systematic process for review and adoption of new instructional materials that includes subject matter experts, administrators, teachers and parents.
- The district has developed or adopted instructional materials that reflect the diversity of the student population served, including materials representing a variety of cultures and ethnicities and materials for English language learners, students with disabilities and gifted/talented students.

Instruction

INDICATOR I-1. The district has a shared framework for instruction.

- The district has a shared framework for lesson plan organization and delivery.
- The district has a process for ensuring that instructional materials are aligned to the curriculum.
- The district ensures that teachers provide instruction at grade-appropriate levels of cognitive demand.
- The district has a process to ensure that teachers and students have a shared understanding of what constitutes proficiency in student work.

INDICATOR I-2. The district implements evidence-based instruction as a standard practice.

- Teachers throughout the district consistently provide instruction that has challenging and engaging activities clearly related to the grade-level standards, concepts, and skills being taught.
- Teachers throughout the district employ effective differentiation techniques, including flexible grouping, varying instructional pace and content, and providing varied types and levels of assignments so that all students make progress toward learning objectives.
- Teachers throughout the district implement effective procedures and routines for classroom management.

INDICATOR I-3. The district provides effective instructional support for all students.

- Teachers throughout the district consistently implement culturally responsive instructional strategies.
- Teachers throughout the district routinely identify students in need of intervention or assistance using current, valid and reliable student data from multiple sources and ensure that they receive the appropriate intervention or assistance needed to make progress.
- Teachers throughout the district ensure that all students have opportunities for enrichment and extending their learning.

Assessment

INDICATOR A-1. The district provides a cohesive, comprehensive system for assessing and reporting student performance.

- The district has an assessment system that requires the regular administration and analysis of state assessments, district-wide benchmark assessments and formative (classroom) assessments.
- All district assessments are aligned to the curriculum and state content standards.
- The district has a data warehouse or other infrastructure tools that provides educators with easy access to student performance data in a variety of clear reporting formats.

INDICATOR A-2. The district routinely analyzes assessment data and uses results for decision-making and instructional improvement.

- The district routinely analyzes data and uses results to make decisions about district programs, modifications to curriculum, design of professional development, and resource allocation.
- Teachers throughout the district routinely analyze data and use results to guide instructional decisions, plan, and modify instruction to help all students achieve proficiency.
- The district routinely analyzes data to determine appropriate school-level interventions, and schools throughout the district routinely analyze data to diagnose and determine appropriate individual student interventions.

INDICATOR A-3. The district ensures that educators, students and parents know how to interpret and use data.

- The district provides professional development to help administrators, teachers and other instructional staff effectively analyze and use data for planning, monitoring, decision making and instructional improvement.
- The district provides assistance to schools to help students learn how to analyze their own work and assessments of their performance so they understand their areas of strength and need.
- The district routinely provides parents/guardians of students in the district with information on how to interpret their children's assessment data and help their children to achieve.

Support for Teaching and Learning

INDICATOR STL-1. The district provides multiple types of ongoing professional development to all educators, differentiated by grade/course level, subject, prior knowledge and/or educator needs.

- The district provides ongoing professional development for administrators, teachers and other instructional staff.
- The district routinely provides multiple types of professional development, including mentoring/coaching, study groups and institutes, to meet educators' needs.
- The district routinely provides professional development that is differentiated by grade/course level, subject, prior knowledge and/or educator needs.

INDICATOR STL-2. The content of district professional development is determined by an analysis of achievement-related data and is designed to improve teaching and learning to meet district and school goals.

- The content of district professional development is determined by an analysis of multiple types of achievement-related data, including formative, benchmark and summative achievement data, teacher and administrator evaluations, and information on teacher practices.
- District professional development includes helping educators acquire important knowledge and skills in both content and pedagogy.
- The district routinely and proactively provides adequate and appropriate supports and consequences for struggling teachers and administrators to improve their effectiveness.

INDICATOR STL-3. The district has a system for supporting and evaluating the effectiveness of professional development.

- The district directs schools to develop and implement a schedule that provides common planning time for instructional staff in the same grade levels/subject matters with the expectation that they will collaborate in a structured way to improve teaching and learning.
- The district provides the expertise, support, time and funding necessary to meet professional development needs.
- The district routinely evaluates professional development approaches and practices to ensure that they are effective in helping all students reach high levels of achievement.

District Leadership

Instructional Leadership

INDICATOR I-1. District leaders and staff serve as models and guides for instructional effectiveness.

- District leaders and staff are skilled and knowledgeable in standards-based teaching and learning, data-based decision making and other strategies associated with teaching and learning.
- Instructional leaders (district content specialists, principals and/or teacher leaders) have strong expertise in diagnosing instructional problems, identifying instructional solutions and helping instructional staff to implement solutions.
- Instructional leaders (district content specialists, principals and/or teacher leaders) serve as role models for instructional effectiveness, creating a visible presence, participating in professional development focused on teaching and learning, communicating instructional priorities and serving as an instructional resource.

INDICATOR I-2. The district supports effective instruction.

- District leaders place a high priority on instructional effectiveness when making resource allocation decisions.
- The district has a system that utilizes district experts, teacher leaders and/or school leaders to guide instructional improvement in all of its schools.
- The district routinely celebrates academic success throughout the year by recognizing and rewarding administrators, teachers and students for excellent academic performance.

INDICATOR I-3. District staff systematically monitors and evaluates the effectiveness of instruction and provides feedback for improvement.

- The district uses an effective system to monitor the fidelity of implementation of instructional programs and strategies.
- The district uses an effective system to evaluate the outcomes and conditions for success of all instructional programs and interventions.
- The district uses an effective system to provide timely, constructive feedback to schools and teachers on how to improve instruction for all students.

District Governance

INDICATOR DG-1. The board works collaboratively, efficiently, and effectively to fulfill their responsibilities for district governance and oversight.

- The board works collaboratively to make thoughtful and timely decisions regarding policies and practices in the areas of student achievement, curriculum, assessment, accountability, personnel and budgetary allocations.
- The board and district provide appropriate oversight to ensure that all policies and practices are being implemented with fidelity and appropriately delegate day-to-day management responsibilities to the superintendent.
- The board prioritizes student achievement and focuses on student achievement results as the driver of board policies and practices.

INDICATOR DG-2. The board and district leaders work effectively with each other and with educational partners, including schools, unions, state-level associations and parent groups.

- The board and district leaders communicate frequently and responsively with school leaders, unions, state-level associations and parent groups, seeking their input and obtaining their feedback on important district decisions.
- The local governing board and district leaders routinely engage stakeholders in constructive dialogue to address district challenges.
- The board and superintendent have a consistently productive working relationship.

INDICATOR DG-3. The superintendent provides skillful leadership, focusing on providing a critical link between the district and schools and the district and the community.

- The superintendent has a comprehensive grasp of organization and management, instructional leadership, finance, educational trends and community context.
- The superintendent is adept at managing internal relationships between and among district and school staff and in cultivating a performance culture.
- The superintendent takes an effective approach to problem solving and addresses emerging challenges in a timely and thoughtful manner.

Strategic Planning

INDICATOR SP-1. The strategic plan is developed using a systematic planning process that engages relevant stakeholders.

- The district uses a systematic planning process that typically includes analysis of needs assessment data to document its current situation and trends over time, identification of key challenges and goals, and a process for selecting strategies that have a high likelihood of success in reaching goals.
- The district consults with representatives of stakeholder groups, including administrators, teachers, students, parents and community members in developing the strategic plan.

INDICATOR SP-2. The district strategic plan serves as a guide for the district and its schools, specifying vision, mission, performance goals, objectives, and benchmarks and the policies and strategies to achieve each strategic objective.

- The district strategic plan includes a compelling and actionable vision and mission statement.
- The district strategic plan contains district-level annual performance goals, objectives and benchmarks that are specific, measurable, attainable, realistic and timely, and has delineated specific strategies, responsible parties, timelines and resources to meet each objective.
- The district has addressed applicable federal, state and local requirements in its strategic plan.

INDICATOR SP-3. The strategic plan is effectively communicated, leads to understanding, support, and action, and is evaluated for effectiveness.

- District leaders effectively disseminate and communicate the content of the strategic plan to district and school administrators and staff, parents/guardians and other stakeholders involved in plan implementation.
- District stakeholders understand and support the implementation of the strategic plan.
- The district plan is implemented as written and progress toward goal and objective attainment is periodically monitored throughout the year.
- The district plan is annually evaluated for effectiveness of strategies toward meeting goals, and is revised as needed.

Performance and Accountability

INDICATOR PA-1. The district provides and enforces a clear set of expectations for staff performance.

- The district clearly delineates performance expectations for staff at all levels and in all departments.
- Staff at all levels and departments (academic and non-academic) are regularly evaluated and held accountable for meeting performance expectations and contributing to district and/or school goal attainment.
- A system of rewards and consequences for meeting district expectations is in place and is uniformly applied.

INDICATOR PA-2. The district meets all federal, state, and local accountability expectations.

- The district complies with all applicable federal, state and local laws and regulations.
- The district ensures that its strategic plan includes student performance expectations reflected in federal, state and local accountability.
- The district ensures that all school plans reflect the student performance expectations in the federal, state and local accountability systems.

INDICATOR PA-3. The district holds schools accountable and supports schools in improving their performance.

- The district provides in-depth technical assistance and support for all schools that have not met accountability goals.
- The district provides intensive personalized support to administrators, teachers and instructional staff that are struggling to meet accountability goals.
- The district has mechanisms in place to replicate effective practices in other schools and classrooms.

Operations and Support Systems

Allocation of Financial Resources

INDICATOR FR-1. The district is financially sound.

- The district has adequate fiscal reserves to meet current obligations and prepare for economic uncertainty in the current and two subsequent years based on current revenue and expenditure trends.
- The district consistently receives audit reports without substantial material findings.
- The district develops its budgets with little need to reconcile differences between anticipated and actual expenditures during the fiscal year.

INDICATOR FR-2. The budget provides sufficient funding to ensure a quality educational program.

- The district allocates funds in alignment with district priorities included in the strategic plan.
- The district allocates sufficient funding to support programs or approaches documented to be effective in helping students to achieve.
- The district regularly evaluates spending decisions as it relates to the impact on student achievement and makes changes to its spending allocations based on these evaluations.

INDICATOR FR-3. The district uses its funds efficiently, and seeks additional external sources of funding to support strategic plan implementation.

- The district displays strong fiscal accountability and uses cost effective strategies whenever possible.
- The district budget processes are transparent and easily understood.
- The district acquires substantial external funding and other types of support (e.g., volunteers and materials) that are directly connected to district priorities and implementation of the district strategic plan.

Human Resource Systems

INDICATOR HRS-1. The district has a human resource management system in place that is efficient and effective.

- The district has efficient and effective systems in place to manage employee records, payroll and benefits.
- The district has fair and reasonable evaluation procedures and processes in place for all staff, and monitors evaluations for equity and effectiveness.
- The district regularly collects information on staff satisfaction and improves human resources systems based on feedback.

INDICATOR HRS-2. The district has a system to recruit, hire, place, and cultivate highly effective staff.

- The district has effective staff recruitment and hiring practices in place, consistently resulting in pools of qualified and diverse candidates sufficient for effective staffing on a timely basis.
- The district strategically places highly effective administrators and teachers in schools with the highest needs to promote the achievement of all students.
- The district has programs in place to provide a steady supply of highly effective internal candidates for leadership positions.

INDICATOR HRS-3. The district has an effective support system for new staff.

- The district has written policies and procedures that outline the specific support to be provided to all new staff.
- The district provides in-depth orientation to all new staff.
- Administrators and teachers new to the district receive individualized support and ongoing feedback to recognize both positive outcomes and continuing needs.

Organizational Structure and Management

INDICATOR OSM-1. The district has a system in place to provide safe and orderly environments for all staff and students.

- The district has safe, secure and clean facilities that are compliant with all applicable regulations.
- The district has a fair and equitable code of conduct that defines acceptable staff and student behavior that is communicated and enforced at all schools.
- The district tracks safety data and uses results for improvement.

INDICATOR OSM-2. The district's organizational culture is characterized by positive, collegial working relationships.

- The relationships among staff within the district and between the district staff and the school staff are characterized by shared responsibility and mutual trust.
- The district values diversity, and policies and practices reflect recognition of the assets accrued in a diverse environment.
- The district values the expression of multiple opinions and ensures that staff address conflict in ways that maintain effective and efficient work environments.

INDICATOR OSM-3. The organizational structure of the district is designed to support student achievement and district goals.

- The district has a purposeful departmental organizational structure that provides clear support for all aspects of teaching and learning with an emphasis on achieving district goals.
- The district routinely works collaboratively with school personnel to ensure that schools and classrooms are effectively managed to support student achievement.
- The district ensures that all groups of students have access to effective programming, regardless of where they reside.