

North Carolina / NCStar

Indicator Report - District Indicators

Dimension A - Instructional Excellence and Alignment

- A01 The superintendent and other central office staff are accountable for district and school improvement and student learning outcomes. (5622)
- A02 The superintendent models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (5623)
- A03 The district sets district, school, and student subgroup achievement targets. (5627)
- A04 The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (5642)
- A05 The district supports a student centered approach and provides an instructional framework-based on learner profiles that inform individualized learning paths and competency-based progression in a flexible learning environment. (6829)
- A06 The district provides and supports digital-age classrooms and learning opportunities through relevant and necessary materials, resources, and tools. (6830)

Dimension B - Leadership Capacity

- B01 The LEA has oriented its culture toward shared responsibility and accountability. (5140)
- B02 A team structure for the district and schools is officially incorporated into district policy. (5617)
- B03 All district and school teams prepare agendas for their meetings and keep minutes of their meetings. (5620)
- B04 The LEA has an LEA Support & Improvement Team. (5135)
- B05 The school board and superintendent present a unified vision for district and school improvement. (5621)
- B06 The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support school improvement. (5170)
- B07 The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (5634)
- B08 The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (5639)
- B09 The superintendent models and communicates the disposition of innovation and creativity to problem-solve and meet the needs of schools and students. (6831)
- B10 The district proactively supports and emphasizes student-centered instruction by seeking solutions to remove barriers, including those related to policies, practices, and traditions. (6832)

Dimension C - Professional Capacity

- C01 The superintendent celebrates individual, team, and district/school successes, especially related to student learning outcomes. (5624)
- C02 The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (5136)
- C03 The LEA has a plan and process to establish a pipeline of potential school leaders. (5166)
- C04 The LEA has a plan and process to recruit and retain highly-qualified teachers to support school improvement. (5167)
- C05 Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (5643)
- C06 Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (5644)
- C07 The LEA has a team available to help principals as they support underperforming employees to minimize principal's time spent dismissing low performers. (5155)

- C08 The district implements and measures the effectiveness of personalized professional development to build the capacity of all educators through coaching, modeling, and networks of support. (6833)
- C09 The LEA designates a central office contact person that supports a cohesive and consistent implementation of the district's vision for improvement. (6834)
- C10 The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives. (7032)

Dimension D - Planning and Operational Effectiveness

- D01 The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (5625)
- D02 The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (5626)
- D03 The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (5629)
- D04 The district regularly reallocates resources to support school, staff, and instructional improvement. (5630)
- D05 The district intervenes early when a school is not making adequate progress. (5631)
- D06 The district allows school leaders reasonable autonomy to do things differently in order to succeed. (5633)
- D07 The district provides and supports digital-age classrooms and learning opportunities through relevant and necessary infrastructure, acquisition, and technical assistance. (6835)
- D08 The district supports schools working toward creating the conditions for personalized learning. (6836)
- D09 The district supports a comprehensive assessment structure that includes implementation of common standards-aligned assessments and frameworks for collaboration and data analysis surrounding these common assessments. (7031)

Dimension E - Families and Community

- E01 The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (5846)
- E02 The district has assigned priority team members the task of creating a plan to work and communicate with stakeholders (e.g., municipal and civic leaders, community organizations, and parent organizations) prior and during implementation of the plan. (5847)
- E03 The district establishes two-way communication channels to encourage transparency, feedback loops, and access to information for families and the community. (6837)

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