District Requested Documents

Purpose:

One component of the District Snapshot is a review of documents already available in-house which outline a profile of current district status in areas of performance, operations, and procedures. Below is a list of the documents that the Snapshot team is requesting. This request is not intended to create additional work for the district; rather draw upon readily available information in whatever form it is maintained.

Please send the following documents at least 1 month prior to your scheduled District Snapshot:

Send to: Donna.Janssen@esc13.txed.net

- ☐ District Improvement Plan (In lieu of sending this document, a link to location of the DIP will suffice)
- ☐ Current District Level Staffing Organizational Chart

Please have the following documents available on site during the two-day visit. If not available, do not create the information for the benefit of the Snapshot visit.

- ☐ Long-range/strategic plan (if developed) in whole or in parts, used to anticipate needs, plan financially, and ensure continued levels of support services in the areas of:
  - ○ Curriculum management/update plan used to ensure continued alignment with state standards
  - ○ Budget projections (3-5 year) to estimate future revenues and expenditures
  - ○ Facility plan/demographic study (if available) used to guide plans for facility needs (typically 10 year study)
  - ○ Facility and equipment replacement/upgrade plans, with cycles of repair and maintenance
  - ○ Technology plan for consistent level of hard/software, replacement schedules and expansion plans

- ☐ District Procedural Handbooks (if developed), including:
  - ○ Board policy manual (if not available on–line)
  - ○ Administrative procedures guiding consistent administrative practices in all areas of leadership decisions
  - ○ Business office procedural manuals establishing compliance guidelines for efficiency of practice
  - ○ Special education procedural guidelines for compliance in referral, assessment and implementation

- ☐ Calendar/schedule of leadership meetings and sample agendas from recent meeting/s

- ☐ District benchmark/assessment calendar or plan (if developed) with formative assessments and report schedules

- ☐ Professional development calendar (if developed) showing current year PD plans and district guidelines, if any, for specific professional learning expected of staff

- ☐ Current year district process/plans supportive of campus operations (if developed), including:
  - ○ Salary/stipend schedule (including incentive/compensation plans for high-need areas/campuses)
  - ○ Most recent budget packet distributed to campus principals and department leaders for the development of the budget which provides budget calendar, staffing guidelines/FTEs, funding distributions
  - ○ Most recent (or typical) board financial report provided as monthly statement of financial activity in district
  - ○ Most recent independent audit report (if not available on TEA website)

LEVELLAND ISD

Overview-Stage 3 AYP Visit

District Snapshot-used to examine district level readiness for success
- Clear focus on high performance by all students
- Implementation of district-wide standards-based curriculum framework, aligned assessment, and high quality instruction
- Commitment to highly quality staffing practices
- Utilization of comprehensive data management and technology systems
- Implementation of effective communication processes
- Engagement of family and community members
- Focused operational services supportive of quality learning environments
- Addresses high achievement for students in alternative education settings

Foundations of high-performing school districts
- Establish and maintain a clear focus on high achievement by all students
  1. Instructional plan
  2. Staffing plan
  3. Fiscal plan
  4. Technology plan
  5. Communication plan
  6. Facility plan
  7. Administrative procedures
  8. District/campus improvement plans
     - Interviews
       What process does the district use to identify priorities and then plan to address them?
       What data sources and stakeholder input does the district use for district and campus planning?
       How does the district monitor progress on district long range and annual goals to measure actual impact rather than simply completing the planned task/activity?
       What evidence can be provided that the district and campus planning processes have been successful?
       In addition to existing efforts, what more should the district do to ensure effective planning takes place at the district and campus levels?
     - Surveys
- Implement a district-wide standards –based curriculum framework, aligned assessments, and high quality instruction
  - Interviews

What efforts are made in this district to assist campuses in delivering a current and focused standard's based curriculum?

What efforts are made in this district to ensure that all students have access to rigorous academic content and instruction?

What efforts are made in this district to ensure that all students receive instruction By a highly effective qualified instructor?

What efforts are made in this district to ensure that all students are proficient in reading and math?

In addition to existing efforts, what more should the district do to ensure that students are exposed to high quality content and instruction?

- ♦ Surveys

- Establish and maintain staffing policies that secure and support highly qualified professionals
  - ♦ Interviews

  What efforts are made in this district to recruit talented teachers?

  What efforts are made in this district to develop and maintain a highly qualified teaching staff?

  What efforts are made in this district to ensure that ineffective teachers do not remain in the classroom?

  What efforts are made in this district to ensure that every campus is led by a highly qualified principal?

  In addition to existing efforts, what more should the district do to support and retain highly qualified professionals?

  - ♦ Surveys
- Utilize comprehensive data management and technology systems
  - ♦ Interviews

  What sources of data are used to determine the effectiveness of each campus?

  What evidence and examples exist to demonstrate the campus-based programs and practices have been created, modified, or eliminated based on data analysis?

  What efforts have been made in this district to train campus personnel in data-based decision making and data analysis?

  How is data that is collected by the state and district shared with campus-based personnel and used in ongoing district decisions/practices?

  What efforts are made in this district to train personnel in the use of instructional technology?

  In addition to existing efforts to utilize data, what more should be done by the district/campuses?

  - ♦ Surveys
- Maintain effective communication processes with all stakeholders
  - ♦ Interviews

What efforts are made in this district to communicate on a regular basis with stakeholder groups and how are they able to communicate their concerns?
What procedures are in place to ensure effective communication between district level departments and campus leaders?
What systems/processes are in place to ensure effective communications between your departments and campuses?

- ♦ Surveys

- Engage family and community members in supporting the mission and goals of the district
  - ♦ Interviews
    What efforts are made in this district to promote a high level of parent/family involvement in the decision making and partnership activities for student success?
    What efforts are made in this district to enlist support of community groups and organizations?
  - ♦ Surveys
- Focus district operations on supporting high quality learning and teaching
  - ♦ Interviews
    What efforts are made in this district to align the operations budget with campus-based needs?
    What efforts are made at the central office to expedite campus-based requests, especially requests from underperforming campuses?
    What efforts are made to ensure that campuses are safe and orderly
    What efforts are made to maintain clean, attractive, and comfortable learning environments at all campuses?
    In addition to existing efforts, what more should the district do to focus district operations on supporting teaching and learning?
  - ♦ Surveys
- Address high achievement for students in alternative education settings
  - ♦ Interviews
    What alternative programs and schools are available to students who do not experience success in traditional campus settings?
    What provisions are in place to ensure that students in alternative programs and schools receive instruction from highly qualified content instructors trained in working with high-risk students?
    In what ways have partnerships been established with community groups and agencies to assist in long-term support of students in alternative settings?
    What programs, provisions or structures are in place to ensure that students in alternative schools and programs earn a diploma?
    In addition to existing efforts to ensure high achievement and graduation for students in alternatives, what more should the district do?

Executive Summary
Opportunities for Impact