District Review Self-Assessment

**Purpose**

The district self-assessment tool helps districts reflect on their systems and practices according to DESE’s District Standards and Indicators, which define effective district practice in six areas:

* Leadership and Governance
* Curriculum and Instruction
* Assessment
* Human Resources and Professional Development
* Student Support
* Financial and Asset Management

The self-assessment, in combination with other data, will inform DESE’s decision of whether the targeted review will focus on governance and administrative systems (the Leadership and Governance, Human Resources and Professional Development, and Financial and Asset Management standards) or student-centered systems (the Curriculum and Instruction, Assessment, and Student Support standards). Both types of targeted reviews include classroom observations.

**Using the Tool**

The self-assessment lists each indicator within a standard and provides examples of effective practice for each indicator. Note that the examples are not an exhaustive list; please refer to the full District Standards and Indicators when completing the self-assessment. Please consider how well each indicator describes current practices in the district overall. Please also answer the question at the end of each indicator about the reasons for the ratings chosen. Districts are encouraged to submit any documents and data that illustrate these practices. Reflection questions are also included in the document. While it is not required or expected, districts are welcome to add brief information or explanations to any part of the self-assessment.

**Contents**

[Initial Reflection Questions 3](#_Toc113962168)

[Standard 1: Leadership and Governance 4](#_Toc113962169)

[Standard 2: Curriculum and Instruction 8](#_Toc113962170)

[Standard 3: Assessment 11](#_Toc113962171)

[Standard 4: Human Resources and Professional Development 14](#_Toc113962172)

[Standard 5: Student Support 18](#_Toc113962173)

[Standard 6: Financial and Asset Management 21](#_Toc113962174)

[Final Reflection Questions 24](#_Toc113962175)

## Initial Reflection Questions

DESE defines equity as providing students and groups of students with access to the resources, support and educational rigor they need in order to meet high expectations for cognitive, behavioral, and social-emotional growth and development.

1. In what ways has the district successfully addressed issues of equity, including racial equity, for students or groups of students?
2. What challenges related to equity, including racial equity, does your district confront? How have you begun to address these challenges?
3. For each of the district standards, please indicate any particular district systems, policies, or practices that you would like the district review to address. (Please note that depending on the strengths and challenges the review team identifies, these suggestions might not be reflected in the report.)

Leadership and Governance:

Curriculum and Instruction:

Assessment:

Human Resources and Professional Development:

Student Support:

Financial and Asset Management:

## Standard 1: Leadership and Governance

School committee members and district and school leaders work collaboratively and strategically to improve all students’ performance, opportunities, and outcomes. They establish, implement, and evaluate policies, procedures, systems, and budgets with a primary focus on achieving districtwide improvement goals, in part through equitable and effective use of resources.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Indicator 1: School Committee Governance. The school committee: | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| Very well | Well | Somewhat well | Not at all well |
| 1. Focuses on improvement | The committee’s work is guided by the district’s vision and improvement plan. It focuses on closing achievement, access, and opportunity gaps and regularly reviews disaggregated data to gauge progress. |  |  |  |  |
| 1. Establishes a culture of collaboration | The committee maintains collaborative working relationships and engages stakeholders in the district improvement process. District and municipal leaders engage in open, frequent communication and have positive relationships. The committee provides opportunities for students to share meaningful input into policies and decision-making as appropriate. |  |  |  |  |
| 1. Fulfills its legal and fiduciary responsibilities as defined in Massachusetts state law | The committee advocates for district funding and ensures equitable distribution of available resources to improve student outcomes. It operates with transparency, maintains a division of roles, and approves and monitors the district budget. The committee takes an active and constructive role in developing timely and effective strategies for collective bargaining and managing negotiations. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 2: District and School Leadership | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Leadership and engagement | The superintendent establishes and leads an effective leadership team. Each school has an effective leadership team and ensures that leadership roles are appropriate for the district’s needs. The district ensures clear lines of internal and external communication and is responsive to feedback from students, families, and educators. The superintendent advises and makes recommendations to the school committee for sound educational policies, prudent budgeting, and effective collective bargaining. |  |  |  |  |
| 1. Focus on improvement | District and school leaders focus on improving teaching and learning, with a particular focus on closing achievement, access, and opportunity gaps. They regularly review student data, including disaggregated data, to plan and assess strategies and practices. They ensure that programs are evidence based to the extent possible and maintain focus on high-quality implementation. District and school leaders identify persistently low-performing or struggling schools and programs for intervention and improvement planning, with responsibility shared between district and school leaders for making measurable and sustained improvement. |  |  |  |  |
| 1. Leadership development and support | The superintendent ensures that all administrators are evaluated annually. School leaders make use of autonomies to support their school improvement plan and improve student outcomes. Educators are provided with meaningful leadership development opportunities. Systems and structures promote stability, including during leadership turnover. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 3: District and School Improvement Planning | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Stakeholder engagement and reflection | District and school plans are developed using a clear, thoughtful, and inclusive process that includes wide representation. District and school leaders provide frequent and thorough updates to the school committee, staff, students, and the community about progress toward plan goals. Plans are revisited and revised using a participatory and data-driven reflection process. |  |  |  |  |
| 1. Plan elements | Improvement plans have clear, measurable goals and ambitious strategies for improving performance, opportunities, and outcomes for all students. They are informed by data, including disaggregated student data. They include realistic assessments and equitable allocation of available staffing, financial, material, and operational resources. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 4: Budget Development | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Budget development and monitoring | District and school leaders develop the budget using a participatory and transparent process. The budget addresses the goals and strategies of the district’s improvement plans, benchmarking data available from DESE and elsewhere, and analysis of disaggregated student data. Administrators review the cost-effectiveness of programs, initiatives, and activities, referencing student data, and track spending throughout the year. Principals have some discretion to make spending decisions during the school year and have access to the information they need to make them. |  |  |  |  |
| 1. Resource allocation | Resources (including funds, staff, materials, and scheduling) are allocated equitably to schools and programs to ensure improved performance, opportunities, and outcomes for all students, with an emphasis on closing achievement, access, and opportunity gaps. Resources are allocated based on students’ needs at each school and program. The district seeks ways to expand capacity and resources through shared service agreements and other external collaborations. Using student outcomes and other information, the district monitors the staffing, financial, material, and operational needs of schools, and addresses them in a timely, effective, and equitable way. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

## Standard 2: Curriculum and Instruction

The district ensures effective implementation of high-quality, standards-aligned curricular materials[[1]](#footnote-2) that have undergone rigorous, research-based review such as that of the CURATE project;[[2]](#footnote-3) instruction that challenges and supports all students to meet Massachusetts standards; and a variety of academic offerings preparing all students for college, career, and civic participation.

| Indicator 1: Curriculum Selection and Use | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Decision-making processes | The district implements regular, rigorous curriculum reviews that consider specific district needs as well as relevant definitions of high-quality instructional materials, such as those of CURATE. |  |  |  |  |
| 1. Documented curriculum | Curricular materials are aligned to: 1) the content and rigor of the appropriate Massachusetts curriculum frameworks, and 2) relevant definitions of high-quality instructional materials. They are readily available and feasible to implement for all teachers. They support teachers to challenge and support all students. Curricular materials align vertically, with coherent student learning progressions. They are complementary across content areas. |  |  |  |  |
| 1. Taught curriculum | Curriculum implementation is consistent and coherent within and across classrooms and schools. It is based on individual students’ needs and strengths and is supported by professional learning for all educator roles. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 2: Classroom Instruction | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Learning experiences for students | Instruction allows students to access and engage with grade-appropriate text every day, with meaningful real-world problems every day, and in scientific conversations using data every week. It enables students to develop social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). It supports students to acquire and use complex knowledge and subject-specific skills and vocabulary. It is designed inclusively to account for differences in students’ learning needs, competencies, interests, and levels of readiness. It centers on challenging, engaging tasks with measurable outcomes for all students. |  |  |  |  |
| 1. Adjustments to practice | Instructional decisions are informed by students’ learning needs, skills, interests, and levels of readiness; the results of a variety of assessments; and feedback from students and colleagues. |  |  |  |  |
| 1. Learning environment | Classroom climate and structures support all students to learn collaboratively, take academic risks, and take ownership of their learning. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 3: Student Access to Coursework | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Variety of academic offerings | Courses of study help all students to develop the knowledge, skills and abilities necessary for success after high school. They provide opportunities for all students to pursue rigorous learning experiences aligned to their ambitions and interests. |  |  |  |  |
| 1. Equity of access | Students from historically marginalized groups, including students of color, those receiving special education services, and economically disadvantaged students have equitable access to advanced coursework. They also have equitable access to instruction in areas not subject to statewide testing, such as computer science, foreign languages, health, history, and the arts. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

## Standard 3: Assessment

The district establishes and supports a culture that values the use of data in improving teaching, learning, and decision-making. District and school leaders ensure that systems are in place for the efficient and purposeful collection, use, and sharing of data from a variety of assessments to guide decision making at the district, school and classroom levels and to improve all students’ performance, opportunities, and outcomes.

| Indicator 1: Data and Assessment Systems | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Data selection | The district ensures that multiple sources of data are collected, and that the data provides a comprehensive picture of student, school, and district performance. |  |  |  |  |
| 1. Assessment methods | The district ensures that educators use a variety of informal and formal assessment methods, including screeners, diagnostic tools, and common interim assessments. The assessments are aligned across grades and subject areas and provide actionable information. |  |  |  |  |
| 1. Data quality checks | The district ensures consistency in the administration of district assessments. It ensures the alignment to the Massachusetts curriculum frameworks, with particular attention to the practices or anchor standards for ELA and Literacy. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 2: Data Use | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. District data use | District and school leaders use student performance data to set and track improvement goals, including goals for closing achievement, access, and opportunity gaps, for students of color, economically disadvantaged students, English learners, and students with disabilities. They use data to identify district strengths and weaknesses in comparison to other districts and/or state averages. |  |  |  |  |
| 1. Support for data use | District leaders support the regular use of data to inform decision making at the classroom level and professional development designed to improve the use of data and assessments to inform the practice of all educators. They provide opportunities for educators and others, including their evaluators, to establish anticipated student learning gains and compare student results to anticipated gains. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 3: Sharing Results | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Communication with district staff | District leaders share data connected to district goals with educators in ways that are clear, understandable, and actionable. They ensure that individual educators have easy access to relevant data that can support classroom level decision making. |  |  |  |  |
| 1. Communication with families | The district provides timely and effective information to families about their students’ progress toward attaining grade-level standards and whether they are on track to being college and career ready. It regularly communicates with families evidence of the school and district’s performance. |  |  |  |  |
| 1. Communication with students | The district ensures that evidence of a student’s performance is shared with students in meaningful and appropriate ways. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

## Standard 4: Human Resources and Professional Development

The district strategically designs, implements, and oversees human resource and inclusive professional development efforts in a way that supports an aligned human capital management system and results in the employment, development and retention of effective educators who are successful in advancing all students’ performance, opportunities, and outcomes.

| Indicator 1: Infrastructure | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Infrastructure | The district employs effective human resources policies, procedures, and practices. The district maintains and reports accurate employment-related records. It routinely analyzes and provides reports to principals for use in planning and decision-making. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 2: Recruitment, Hiring, and Assignment | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Recruitment systems | Recruitment systems employ a variety of short-term and longer-term strategies and project supply and demand issues across schools. The district seeks to hire, develop, and retain a diverse workforce that successfully advances all students’ performance, opportunities, and outcomes. |  |  |  |  |
| 1. Hiring systems | Hiring systems support hiring managers to make hiring decisions based on district priorities and to meet the learning needs of individual schools’ students. They establish a consistent selection process. The district continually evaluates and refines its hiring systems using data including student outcomes and educator retention rates. Hiring systems encompass both internal and external hiring. They verify appropriate licensure, endorsements, background checks, and waivers. |  |  |  |  |
| 1. Assignment | Teacher assignment is based on students’ learning needs. The district ensures that master schedules result in the equitable distribution of educator skills, ensuring appropriate supports for all students and programs. The district ensures that teachers teaching outside of their licensure area do so for no more than 20 percent of their time.[[3]](#footnote-4) |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 3: Supervision, Evaluation, and Educator Development | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Supervision and evaluation systems | Supervision and evaluation systems prioritize opportunities for educators to receive high-quality feedback that improves their practice. They ensure evaluators receive training, support, and development in effective, bias-free supervision and evaluation that affects educator effectiveness. They provide all educators with performance ratings related to the [Standards of Effective Teaching/Administrative Leadership Practice](https://www.doe.mass.edu/edeval/rubrics/) based on:  1. evidence of practice,  2. impact on student learning,  3. student or staff feedback, and  4. goal attainment |  |  |  |  |
| 1. Professional development systems | Professional development systems are aligned with the [MA Standards for Professional Development](http://www.doe.mass.edu/pd/standards.html) and the district’s vision/mission. They are described in a professional development plan for all professional staff that is consistent with DESE’s guidelines. They include teacher-led PD and job-embedded, content-based, and individually pursued learning and structures for collaboration. They are informed by student and educator data and aligned to district, school, and/or educator goals and to the district’s instructional materials. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Induction and mentoring systems | Induction and mentoring systems ensure all beginning teachers and administrators receive mentoring support beyond the induction year (minimum of 50 hours) in alignment with DESE’s guidelines. They ensure that mentors are well-qualified, extensively trained, carefully selected educators who have demonstrated effectiveness with students and colleagues. These systems are continually evaluated and refined through systematic data collection on program design, implementation, and outcomes, including student learning outcomes and educator retention rates. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |
| Indicator 4: Recognition, Leadership Development, and Advancement | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| Very well | Well | Somewhat well | Not at all well |
| 1. Recognition, Leadership Development, and Advancement | The district provides differentiated roles and opportunities for growth, including distributed leadership opportunities and an articulated career ladder, such that it can effectively build leadership skills and retain and maximize the impact of effective professional staff. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

## Standard 5: Student Support

The district ensures that schools equitably support all students’ safety, well-being, and sense of belonging; systematically identify and address students’ needs; and engage students, families and community partners to improve all students’ performance, opportunities, and outcomes. The district assesses the programs and practices used across schools to ensure that students experience educational continuity and are well supported through school transitions.

| Indicator 1: Safe and Supportive School Climate and Culture | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Safe and supportive environment | The district has comprehensive plans to support the safety and well-being of students and staff that are developed with input from representative stakeholders and aligned with and integrated into district and school improvement plans. It ensures that all school and classroom environments are positive, healthy, and inclusive for all students. |  |  |  |  |
| 1. Access, equity, engagement, and student voice | The district demonstrates a commitment to access and equity for all students, and to developing staff capacity to examine and dismantle implicit biases and systemic inequalities and to create environments in which all students can deeply learn, grow, and thrive.  The district ensures that schools promote meaningful student engagement and leadership; provides opportunities for all students to participate in and/or influence education decisions and experiences, with a particular focus on engaging students who have been historically underserved. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Positive behavioral approaches | The district implements clear schoolwide positive behavioral systems and expectations. It ensures that behavior management/discipline policies, practices, and procedures are inclusive, developmentally appropriate, unbiased, equitable, supportive, and aligned to the needs of all students. The district builds adult capacity to identify, understand, and respond to the underlying causes of student behavior. It engages students and families in developing positive behavioral systems. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 2: Tiered Systems of Support | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Instructional and support strategies for all students | All students receive Tier 1 instruction and supports. The district provides evidence-based practices, programs and systems to students by tier. Schedules and resource allocation are designed to ensure that Tier 2 and 3 supports supplement, and do not supplant, Tier I instruction. |  |  |  |  |
| 1. Academic, behavioral, and social emotional interventions and supports | The district uses summative and formative evaluation procedures to make decisions about student intervention/instruction using scientifically validated assessments for screening, diagnostic and progress monitoring purposes. School leadership teams have protocols for engaging students, families, and partners in the tiered support process, including gathering input from students to make decisions about the supports they receive. |  |  |  |  |
| 1. Evaluation of tiered systems of support | The school leadership team has a process to determine whether interventions are structured and assigned equitably. The team ensures that student outcomes are assessed and uses that data to determine whether initiatives and efforts are resulting in achievement gains. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 3: Family, Student, and Community Engagement and Partnerships | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Family and student engagement | The district partners with students and families in a way that is asset-based, culturally responsive, and collaborative. It ensures that students and families have a central voice in planning and decision-making, including gathering and using their feedback to improve school practices, communication, and climate. It ensures that schools support two-way communication and access for all students’ families, including providing interpretation and translation services to families, as appropriate. |  |  |  |  |
| 1. Community engagement | The district has a clear process to find, establish, and manage partnerships and other community resources to engage during in-school and out-of-school time. It conducts a comprehensive mapping of partners and resources, and assesses family and student needs, with a goal of equitable support and responsiveness for communities, schools, and families. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

## Standard 6: Financial and Asset Management

District leaders manage the equitable allocation and effective use of funding and other resources to improve all students’ performance, opportunities, and outcomes, support the district’s improvement plan, and secure community support.

| Indicator 1: Budget Documentation and Reporting | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Budget documents | The district’s budget documents are clear, accurate, and user-friendly. They are explicitly connected to district and school improvement planning and demonstrate how student performance data---particularly data related to performance, access, and opportunity outcomes and gaps---has been used to set budget priorities. Budget documents provide historical spending data for comparisons and sufficient detail for stakeholders to understand the current year’s resource allocations. |  |  |  |  |
| 1. Municipal agreement | Costs paid and managed directly by the municipality are described in a current written agreement and clearly documented in the budget and financial accounting |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 2: Adequate Budget | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Provision and use of resources | The community provides sufficient general appropriation funds each year to meet or exceed required net school spending and cover other costs such as transportation. The district uses all available funding effectively to support student performance, opportunities and outcomes. The district annually reviews staffing and scheduling to plan for the effective use of people and time. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 3: Financial Tracking, Forecasting, Controls, and Audits | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Business office processes | The district’s business office provides regular, accurate reports to the superintendent and school committee on spending from all funding sources, and forecasts spending through the end of the year, with adequate school-level information provided to every principal. It ensures that business office personnel are trained and supervised, and systems are in place for procurement in accord with state laws and regulations, timely payment of invoices, and accurate payrolls. The district spends down grant funds so that no grant funds revert to the state. It competitively procures independent financial auditing services at least every five years, implements audit recommendations, and complies with other regulations as applicable. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

| Indicator 4: Capital Planning and Facility Maintenance | Examples of effective practice | How well does this indicator describe  your district’s current practices?  Put an X in the box that represents your rating | | | |
| --- | --- | --- | --- | --- | --- |
| Very well | Well | Somewhat well | Not at all well |
| 1. Preventative maintenance | The district has a formal preventative maintenance program to prolong the effective life of the district’s capital assets. The district ensures that educational and program facilities (including adequate access to technology) are accessible, clean, safe, secure, well-lit, well-maintained, and conducive to student learning. |  |  |  |  |
| 1. Long-term capital plan | The district has a long‐term capital plan that describes future capital development and improvement needs, including adequate-sized facilities based on enrollment projections. The plan is reviewed and revised as needed with input from all appropriate stakeholders. |  |  |  |  |
| Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment. | | | | | |

## Final Reflection Questions

1. Please describe how the self-assessment was conducted (e.g., participants met as a group to complete the self-assessment; each participant completed the self-assessment independently and a composite was developed from their responses; each participant completed the self-assessment independently and the participants met subsequently to discuss their responses and draft the final version, etc.)
2. Who participated (list titles/roles)?

1. Please share any insights that emerged from the self-assessment process.

1. Resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum. [↑](#footnote-ref-2)
2. <https://www.doe.mass.edu/instruction/curate/default.html> [↑](#footnote-ref-3)
3. The [out-of-field allowance](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=15) was increased to 50 percent for the 2020-21 and 2021-22 school years, and this flexibility was extended for the 2022-23 school year. The flexibility does not apply to teachers with certain licenses. [↑](#footnote-ref-4)