Georgia District Performance Standards

Vision and Mission: Purpose and direction for continuous improvement with a commitment to high expectations for learning and teaching

VM 1: Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness

VM 2: Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching

Governance: Policies and procedures that support a shared vision by all stakeholders and promote high expectations for learning and teaching in all schools

G 1: Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

G 2: Uses an established process to align policies, procedures, and practices with laws and regulations

G 3: Communicates district policies and procedures in a timely manner to relevant audiences

G 4: Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

Planning, Organizing, and Monitoring: The data-driven processes, procedures, structures, and products that focus the operations of the district to ensure higher levels of student learning and staff effectiveness

POM 1: Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

POM 2: Uses protocols and processes for problem solving, decision-making, and removing barriers

POM 3: Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives

Allocation and Management of Resources: The allotment and administration of resources to attain district and school goals for student learning

AMR 1: Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching

AMR 2: Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching

AMR 3: Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning

AMR 4: Provides, coordinates, and monitors student support systems and services

Learning and Teaching: District processes for implementing, supporting, and monitoring curriculum, instruction, and assessment systems and their impact on student learning
LT 1: Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards
LT 2: Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools
LT 3: Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments
LT 4: Ensures that professional learning is relevant and addresses adult and student needs
LT 5: Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed
LT 6: Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning

Leader, Teacher, and Staff Effectiveness: The performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students
LTSE 1: Develops and implements processes that recruit, hire, and retain highly effective teachers, leaders, and staff
LTSE 2: Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff
LTSE 3: Guides and monitors the use of a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff
LTSE 4: Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance
LTSE 5: Organizes and provides personnel, expertise, and services to achieve district and individual school goals

Family and Community Engagement: Processes for engaging families and community members as active participants to help schools improve learning and teaching
FCE 1: Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching
FCE 2: Establishes structures which promote clear and open communication between schools and stakeholders
FCE 3: Ensures that families and community members have feedback and problem-solving opportunities throughout the district

Vision and Mission

Purpose and direction for continuous improvement with a commitment to high expectations for learning and teaching

Vision and Mission Standard 1: Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most actions across the district.	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weaknesses due to insufficient collaboration with stakeholders, poor communication, or other limitations.	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.

Vision and Mission Standard 2: Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.

Governance

> ## *Policies and procedures that support a shared vision by all stakeholders and promote high expectations for learning and teaching in all schools*

Governance Standard 1: Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.

Governance Standard 2: Uses an established process to align policies, procedures, and practices with laws and regulations			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	A process is not in use to align policies, procedures, and practices with laws and regulations.

Governance Standard 3: Communicates district policies and procedures in a timely manner to relevant audiences			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	Communication of district policies and procedures to relevant audiences is very limited or ineffective.

Governance Standard 4: Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.

Planning, Organizing, and Monitoring

The data-driven processes, procedures, structures, and products that focus the operations of the district to ensure higher levels of student learning and staff effectiveness

Planning, Organizing, and Monitoring Standard 1: Uses a collaborative, data-driven planning process at the district and school levels for improving student learning			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.

Planning, Organizing, and Monitoring Standard 2: Uses protocols and processes for problem solving, decision-making, and removing barriers			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	The district does not use protocols or processes for problem solving, decision- making or removing barriers.

Planning, Organizing, and Monitoring Standard 3: Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.

Allocation and Management of Resources

The allotment and administration of resources to attain district and school goals for student learning

Allocation and Management of Resources Standard 1: Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.

Allocation and Management of Resources Standard 2: Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching

☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.

Allocation and Management of Resources Standard 3: Develops and implements processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.

Allocation and Management of Resources Standard 4: Provides, coordinates, and monitors student support systems and services			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	The district provides, coordinates, and monitors student support systems and services.	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.

Learning and Teaching

District processes for implementing, supporting, and monitoring curriculum, instruction, and assessment systems and their impact on student learning

Learning and Teaching 1: Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	The district processes for engaging and supporting schools in curriculum design is incomplete in some content areas or limited in other ways.	District schools are left to work in isolation on curriculum design without district processes or support.

Learning and Teaching 2: Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
A clear understanding of common expectations fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.

Learning and Teaching 3: Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments

☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.

Learning and Teaching 4: Ensures that professional learning is relevant and addresses adult and student needs			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	The professional learning at the school and district levels is not relevant and does not address adult or student needs.

Learning and Teaching 5: Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.

Learning and Teaching 6: Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.

Leader, Teacher, and Staff Effectiveness

The performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students

Leader, Teacher, and Staff Effectiveness Standard 1: Develops and implements processes that recruit, hire, and retain highly effective leaders, teachers, and other staff			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
Proactive processes are in place throughout the district to recruit, hire, and retain highly effective staff and continuously to address the district and school level personnel needs due to anticipated attrition, growth, or reorganization.	The district develops and implements processes that recruit, hire, and retain effective leaders, teachers, and other staff.	The district has not sufficiently developed or fully implemented processes to recruit, hire, and retain effective leaders, teachers, or other staff.	Processes are not in place to recruit, hire, and retain effective leaders, teachers, and other staff, or existing processes have been poorly implemented.

Leader, Teacher, and Staff Effectiveness Standard 2: Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measureable, continuous improvement.	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.

Leader, Teacher, and Staff Effectiveness Standard 3: Guides and monitors the use of a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	The district offers some guidance for the implementation of a state-approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	The district does little to guide or monitor the implementation of a state-approved evaluation system.

Leader, Teacher, and Staff Effectiveness Standard 4: Defines the roles, responsibilities, skills sets, and expectations of leaders at all levels of the district to improve student learning and staff performance			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skills sets necessary to improve student learning and staff performance.	The district defines the roles, responsibilities, skills sets, and expectations of leaders at all levels to increase student learning and staff performance.	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.

Leader, Teacher, and Staff Effectiveness Standard 5: Organizes and provides personnel, expertise, and services to achieve district and individual school goals			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.

Family and Community Engagement

Processes for engaging families and community members as active participants to help schools improve learning and teaching

Family and Community Engagement Standard 1: Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	Expectations for family and community engagement have not been established across the district.

Family and Community Engagement Standard 2: Establishes structures which promote clear and open communication between schools and stakeholders			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.

Family and Community Engagement Standard 3: Ensures that families and community members have feedback and problem-solving opportunities throughout the district			
☐ **Exemplary**	☐ **Operational**	☐ **Emerging**	☐ **Not Evident**
The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.