



Rubric for Scoring Good Options and Choices in Portfolio Strategy Implementation

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School choice for all families	<ul style="list-style-type: none"> No choice exists for families. K-12 district schools assigned by neighborhood. 	<ul style="list-style-type: none"> Limited choice exists in the form of charters, vouchers, or magnets. K-12 district schools zoned by neighborhood. No transportation to a choice school is provided. 	<ul style="list-style-type: none"> Some choice exists in the form of charters, vouchers, or option schools. K-8 district schools zoned by neighborhood, high schools zoned by region or by open enrollment. Students can opt out of zoned school into schools with room. Limited transportation may be provided. 	<ul style="list-style-type: none"> Students have choice across an entire city or zone. Students can opt out of their neighborhood school through a district-assisted process, and a percentage of seats are held for students opting out of their neighborhood school. Transportation within a geographic region is provided to a student's school of choice. 	<ul style="list-style-type: none"> Students have choice across an entire city or zone. Students choose schools under a common enrollment system with transparent school priorities and a single application for students to rank school preferences. Citywide transportation is provided to all district and charter schools. In geographically large districts, transportation may be limited to a large zone.
Equity and access to all schools for special education students and English language learners	<ul style="list-style-type: none"> Equity and access to all schools not monitored by district/city. 	<ul style="list-style-type: none"> Access to all schools is tracked but there are no consequences for schools that do not admit ELL or special-needs students. 	<ul style="list-style-type: none"> Both district and charter schools report their percentage of ELL/SPED students served, consequences may be in place for schools that counsel out or do not accept ELL/SPED students. 	<ul style="list-style-type: none"> Both district and charter schools report their percentage of ELL/SPED students served, and clear consequences are in place for schools that counsel out or do not accept ELL/SPED students. Schools exist throughout the city to serve students with exceptionally high needs. 	<ul style="list-style-type: none"> District and charter schools collaborate to serve all students. Students with exceptionally high needs have a detailed guide to describe specialized services offered at schools throughout the city.
Coordination of enrollment and school information for families across sectors	<ul style="list-style-type: none"> No coordination exists. Information about all schools in the city is not listed on a centrally located website or in a print guide. 	<ul style="list-style-type: none"> No coordination with charter or district school enrollment exists. Families apply separately to attend non-zoned district or charter schools. Information about all schools in the city is not listed on a centrally located website or in a print guide. 	<ul style="list-style-type: none"> The district coordinates applications for families wishing to opt out of their zoned school. Families have to apply to each charter school separately. The district/city lists most charter and all district schools, and links to charter school sites on its website. School performance and program information about some schools in the city is listed on a centrally located website or in a print guide. 	<ul style="list-style-type: none"> Enrollment is coordinated for district and most charter schools, but some charter schools still run their own enrollment process. School performance and program information is available about both district and charter schools in one online and print guide. School admission requirements are not widely disseminated, leading to confusion in the community about admissions processes. 	<ul style="list-style-type: none"> Enrollment is coordinated for all district and charter schools through one common enrollment process. School performance and program information is available about both district and charter schools in one online and print guide. School admission requirements are public and widely disseminated in a parents guide available to all families online and in print. Centrally offered tailored supports for families to help them select among options.

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New schools opened based on family/student/neighborhood need	<ul style="list-style-type: none"> No clear process in place for decisionmaking about where schools are opened. 	<ul style="list-style-type: none"> Neighborhood need/ community input is used inconsistently to make decisions about school openings. 	<ul style="list-style-type: none"> A process is in place for decisionmaking about location of new schools, and community input is considered, but not consistently or in a defined manner. 	<ul style="list-style-type: none"> A regular, transparent process exists for assessing and mapping neighborhood need. Community input is consistently considered when placing new schools but there is not a well-defined engagement process. 	<ul style="list-style-type: none"> A regular, transparent process exists for assessing and mapping neighborhood need, and schools are matched to communities with significant input from a defined community engagement process.
Schools replaced on performance outcomes	<ul style="list-style-type: none"> Schools are not replaced based on performance outcomes. 	<ul style="list-style-type: none"> No clear process in place for replacing schools, but most actions are driven by facilities and enrollment, not performance. 	<ul style="list-style-type: none"> School performance is one of the factors considered in replacement decisions. The school replacement decision process is not regular or transparent. 	<ul style="list-style-type: none"> A regular performance review cycle exists for both district and charter schools. School performance is a prominent factor considered in replacement decisions. 	<ul style="list-style-type: none"> A regular performance review cycle exists for both district and charter schools. Schools are assessed and replaced in a consistent, transparent process, and school performance is the primary factor in determining school intervention.
Intentional development and opening of new schools	<ul style="list-style-type: none"> There is no clear process or development cycle for new schools. 	<ul style="list-style-type: none"> Schools are opened based on several factors, including potential academic performance. The district is not actively seeking out better operators or asking strong school leaders/operators to replicate. 	<ul style="list-style-type: none"> Some high-performing district and charter schools are encouraged to replicate, but no regular process exists to develop or open new schools. The district has begun to seek out better operators or started to ask strong district school leaders/operators to consider replication. 	<ul style="list-style-type: none"> City/district has a clear, transparent process for assessing neighborhood need and encouraging new, high-performing schools to open. Regular citywide assessments of performance and feeder patterns help determine need. There is process in place for considering school expansion/replication for strong operators/leaders, but the process is somewhat irregular. 	<ul style="list-style-type: none"> City/district has a clear, transparent process for assessing neighborhood need and encouraging new, high-performing schools to open. There is an established process for encouraging high-performing leaders in the district and high-performing charter operators to replicate, in order to extend their reach. Regular citywide assessments of performance and feeder patterns to help determine need. The district has an annual, transparent process in place for considering school expansion/replication for strong operators/leaders.



Rubric for Scoring School Autonomy in Portfolio Strategy Implementation

	1	2	3	4	5
Staff selection and dismissal	<ul style="list-style-type: none"> District makes hiring decisions without school input. Final firing and layoff decisions made strictly at the district level. Forced placement of teachers in schools exists. 	<ul style="list-style-type: none"> District makes hiring decisions with some school input. Ineffective teachers difficult to fire due to a complex process and need for district approval. Forced placement of teachers in schools exists. 	<ul style="list-style-type: none"> Schools have control over hiring decisions, but may have to hire solely from a pool of district applicants. Ineffective teachers difficult to fire due to a complex process. No forced placement of teachers in schools. 	<ul style="list-style-type: none"> Schools have full control over hiring decisions. Ineffective teachers difficult to fire due to a complex process. No forced placement of teachers in schools. 	<ul style="list-style-type: none"> Schools have full control over hiring and firing decisions.
Budget	<ul style="list-style-type: none"> Schools control 0-10% of their budget. Typically these funds are restricted and used for things like supplies and field trips. 	<ul style="list-style-type: none"> Schools control 11-30% of their budget. Typically these funds are used for professional development, assessments, and curriculum. 	<ul style="list-style-type: none"> Schools control 31-60% of their budget. Typically these funds are used for professional development, assessments, and curriculum. 	<ul style="list-style-type: none"> Schools control 61-80% of their budget. Typically these funds are used for salary, operational costs, professional development, assessments, curriculum, etc. 	<ul style="list-style-type: none"> Schools control 81-100% of their budget. Typically these funds are used for salary, operational costs, professional development, assessments, curriculum, etc.
Pay	<ul style="list-style-type: none"> Pay determined by union contracts and district policy. 	<ul style="list-style-type: none"> Nontraditional models (e.g., charter/magnet schools) get to determine pay. Most schools adhere to union contract or district policy. 	<ul style="list-style-type: none"> Nontraditional models can determine pay. High-performing traditional schools can determine pay. Remaining district schools adhere to union contract or district policy. 	<ul style="list-style-type: none"> All schools determine pay. Some schools still function with restrictions based on seniority or district policies. 	<ul style="list-style-type: none"> Schools determine pay with no restrictions based on seniority or district policies.
Curriculum choice	<ul style="list-style-type: none"> District curriculum is the only option. 	<ul style="list-style-type: none"> A few schools can choose curriculum: magnets, SIG schools, etc. Schools must apply for waiver to use different curriculum. 	<ul style="list-style-type: none"> Magnets, charters, and higher-performing schools free to choose. OR all schools free to buy their own, but district provides a curriculum for free. 	<ul style="list-style-type: none"> Schools can choose curriculum but many still use district curriculum. District curriculum is the default in school budgets unless they opt out. 	<ul style="list-style-type: none"> Schools free to choose curriculum. No set district curriculum exists. Schools are allocated resources in their budget to pay for curriculum.

Rubric for Scoring School Autonomy in Portfolio Strategy Implementation

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Autonomies are defined through MOUs, performance contracts, or charters	<ul style="list-style-type: none"> No such documents are used by the district. 	<ul style="list-style-type: none"> Districts have no formal performance contracts with school leaders or MOUs. Districts have charters/MOUs with charter schools authorized by the district. 	<ul style="list-style-type: none"> Some autonomies are codified by an MOU or performance contract with a school leader for schools designated as “innovation schools” or schools participating in an autonomy pilot. Districts have charters/MOUs with charter schools authorized by the district. 	<ul style="list-style-type: none"> All school autonomies are defined through an MOU, performance contract, or charter. Districts have charters/MOUs with district- and charter-run schools authorized by the district. Some of the details of the charters/MOUs differ by sector. 	<ul style="list-style-type: none"> All school autonomies are defined through an MOU, performance contract, or charter. Districts have charters/MOUs with district- and charter-run schools authorized by the district. The charters/MOUs do not differ by sector.
Schools free to seek contractual waivers or exemptions	<ul style="list-style-type: none"> Schools unable to seek waivers from existing district policies and union contracts. 	<ul style="list-style-type: none"> Freedom to seek waivers exists but very few schools are using it due to complexity of the process. 	<ul style="list-style-type: none"> Freedom exists but waiver process is difficult. Schools applying tend to be higher-performing or special. District sometimes rescinds waivers. 	<ul style="list-style-type: none"> Waiver process exists, is easy to navigate, and district tends to grant and honor waivers. Some schools exercise this right. 	<ul style="list-style-type: none"> Schools don't have to seek waiver because there is no union contract. OR waiver process is easy to navigate and frequently used by schools.

Rubric for Scoring Pupil-Based Funding for All Schools Portfolio Strategy Implementation

	1	2	3	4	5
District funds are allocated to schools based on number of students and student types	<ul style="list-style-type: none"> No student-based allocation (SBA) funding formula in place. Schools are allocated staff rather than dollars. 	<ul style="list-style-type: none"> District has identified student types and has assigned weights to each type. Schools are allocated staff rather than dollars. 	<ul style="list-style-type: none"> District is using its SBA formula. Staff is still allocated, but the school has some flexibility over staffing configurations. 	<ul style="list-style-type: none"> District is directing increasingly higher percentage of revenues to schools through the SBA formula. District is working to eliminate any provisions (e.g., hold harmless, small-school subsidy) that distract from SBA. 	<ul style="list-style-type: none"> District is continuously refining its SBA formula each year, directing additional revenues through the formula and/or adjusting for student types. District has eliminated any provisions (e.g., hold harmless, small-school subsidy) that distract from SBA.
High proportion* of district funds being sent to and managed at the school level **	<ul style="list-style-type: none"> A small portion of district funds is managed at the school level. 	<ul style="list-style-type: none"> A larger discretionary portion of district funds is managed at the school level. 	<ul style="list-style-type: none"> An increasing portion of district funds is managed at the school level. District is developing capacity of school leaders to manage resources. 	<ul style="list-style-type: none"> More than half of all district funds are managed at the school level. District has program to develop school leader budget capacity. 	<ul style="list-style-type: none"> A significant majority of all district funds are managed at the school level with the exception of any charged-back central office services. District has program to develop school leader budget capacity.
Common prices set for facilities and central services across sectors	<ul style="list-style-type: none"> Services have not been identified or priced. 	<ul style="list-style-type: none"> Some services have been itemized/priced but there is no formal plan in place to move toward a chargeback and/or buyback system for all district and charter schools. District and charter schools are charged different amounts for the same services/facilities. 	<ul style="list-style-type: none"> All central office costs are itemized. District has partially implemented a chargeback / buyback model for all district and charter schools. District and charter schools are charged the same for services and facilities. 	<ul style="list-style-type: none"> District has implemented a chargeback / buyback model. Some provisions or exceptions still exist that limit principal discretion over what to purchase and how. District and charter schools are charged the same for services and facilities. 	<ul style="list-style-type: none"> District has implemented a chargeback / buyback model. No provisions / exceptions exist. District and charter schools are charged the same for services and facilities. No provisions exist.
Plan in place to identify and address schools with low productivity (low achievement, low enrollment, or high costs)	<ul style="list-style-type: none"> District doesn't use productivity data (achievement, enrollment, and school cost data) to make decisions about school viability. 	<ul style="list-style-type: none"> District collects/reviews productivity data (achievement, enrollment, and school cost data) and uses it to discuss improvement plans with school leaders. No high-stakes changes (replication, closure, etc.) are made based on this data. 	<ul style="list-style-type: none"> Productivity data is publicly available. District actively connects school leaders with more productive models. District is developing a plan to increase school-level productivity. School subsidies still exist. 	<ul style="list-style-type: none"> Productivity data is publicly available. District actively connects school leaders with more productive models. The district is using productivity data to establish a timeline and criteria for school intervention. School intervention criteria are not yet clear and transparent. 	<ul style="list-style-type: none"> The district is leveraging productivity data to create a continuous improvement cycle. A transparent plan, based on clear productivity criteria, exists for any type of school intervention, including replication and closure.

*Districts can use [Edunomics Lab's %SBA metric](#) to determine what portion of total district funds are allocated on the basis of students and track progress to expand their SBA formula, see full definition on back.

**Can be spent by the principal without review in the central office.



Understanding What the Portfolio Strategy Component Pupil-Based Funding for All Schools Means

Student-Based Allocation (SBA): SBA, also known as “weighted-student funding” (WSF), “student-based budgeting,” and “fair student funding,” is a means of allocating resources from districts to schools. Most districts allocate resources by a staffing formula (one principal, one assistant principal, and 15 teachers for a school of 400 students). With SBA, fixed-dollar increments are allocated out to schools per student or student type regardless of which school a student attends.

Student types / characteristics: With SBA, student characteristics drive the formula (poverty, ELL, grade span, VocEd, gifted, disability), not a school or program characteristics. For example, when alternative schools or small schools are awarded some per-pupil amount to be sustainable, this is no longer considered an SBA, even though the funding may be based on student counts. Another example is districts that fund each individual special education student according to the individual’s IEP staffing prescriptions—those special education funds are not considered SBA. However, if students with disabilities are grouped into categories and funded at a fixed-dollar amount per category, then the special education funds are considered SBA.

Edunomics Lab %SBA Metric: *Dollars allocated on the basis of students divided by total district spending less long-term obligations*

AN SBA MUST SATISFY THREE CRITERIA:

1. The allocation delivers a fixed-dollar amount per student (versus a staffing allocation, etc.).
2. The allocation is driven only by counts of students or defined student characteristics.
3. If a student changes schools from one year to the next, the same fixed-dollar amount would transfer with the student.

Funds managed at the school level:

Under SBA, school leaders set their own annual budgets, determining staff and services necessary to support the educational needs of their students, and manage school expenses throughout the school year to make trade-offs and decisions that improve productivity. For example, a principal may divide traditional vice principal responsibilities across several staff positions, freeing budget to hire a reading coach to address a decline in reading proficiency in his/her school.

Charge back/buy back system for central office services:

Once central office costs are itemized (reflecting the actual total cost to deliver a service per unit served), each school’s budget receives its share of the allocations to the central office for these services. Where feasible, schools are given the choice to “buy back” services from the central office, keep the funds and buy services elsewhere, and/or use the funds for other priorities. When not feasible (e.g., the cost of a superintendent, or accountability systems), the district “charges back” a fixed per-student amount to cover the service.

Hold harmless provisions:

These provisions deploy funds to schools to hold them financially harmless for any changes created by enrollment shifts or other formula modifications. This policy ensures the school does not have to adapt to changing conditions, and dedicates funds as a subsidy that could otherwise be made available to all schools to raise the overall SBA. In the portfolio strategy, the goal is to eventually eliminate any special hold harmless provisions.

Small-school subsidy:

This is a dedicated allocation for smaller schools so that they receive more per-pupil funds than their larger counterparts, assuming they have some minimum level of fixed costs that are unavoidable. Even if large schools do enjoy important economies of scale, small-school subsidies discourage merging or sharing services across schools, which are both potential means for improving productivity. Charter schools have learned this lesson and often share purchasing, specialized services, or back-office functions.

Productivity:

Educational productivity is the measure of student outcomes (e.g., scores on a statewide test) for dollars spent.

Rubric for Scoring Talent-Seeking Strategy in Portfolio Strategy Implementation

	1	2	3	4	5
Policies in place for using alternative pipelines to find and develop talent	<ul style="list-style-type: none"> No policies in place for using alternative pipelines to find and develop talent. 	<ul style="list-style-type: none"> No policies in place for using alternative pipelines to find and develop talent. Occasional exceptions to this hiring policy are made at the district or city level. 	<ul style="list-style-type: none"> Policies are in place to allow the district/city to use alternative pipelines to find and develop talent. Very few schools hire teachers from these programs. 	<ul style="list-style-type: none"> Policies are in place to allow the district/city to use alternative pipelines to find and develop talent. Many district and charter schools employ teachers and leaders from alternative programs. The district is actively seeking ways to develop talent internally and from other sectors. 	<ul style="list-style-type: none"> Policies are in place to allow the district/city to use alternative pipelines to find and develop talent. Many district and charter schools employ teachers and leaders from alternative programs. The district/city has developed its own alternative certification program and is actively seeking ways to develop talent from other sectors.
Recruitment of new principals from proven pipelines	<ul style="list-style-type: none"> No analysis of proven pipelines has been conducted. No district or citywide principal recruitment strategy exists. 	<ul style="list-style-type: none"> No district or citywide analysis of proven pipelines has been conducted. Some district schools or CMOs have conducted their own analysis. Most principals are hired through traditional channels. 	<ul style="list-style-type: none"> District/citywide analysis of principal quality exists but isn't linked to hiring pipelines. Some district schools or CMOs are analyzing pipelines on their own. Some district schools or CMOs have started to develop principal recruitment efforts. 	<ul style="list-style-type: none"> The district/city has begun to identify its strongest principal pipelines and is building connections with these programs. The district/city has begun to develop a citywide recruitment program. 	<ul style="list-style-type: none"> The district/city uses data to identify its strongest principal pipelines and continues to look for new talent pipelines that consistently produce strong principals. The district/city has a coordinated, citywide effort to attract principals from the strongest proven pipelines.
Recruitment of new teachers from proven pipelines	<ul style="list-style-type: none"> No analysis of proven pipelines has been conducted. No district or citywide teacher recruitment strategy exists. 	<ul style="list-style-type: none"> No district or citywide analysis of proven pipelines has been conducted. Some district schools or CMOs have conducted their own analysis. Most teachers are hired through traditional channels, and very little coordinated recruitment is done. 	<ul style="list-style-type: none"> District/citywide analysis of teacher quality exists but isn't linked to pipelines. Some district schools or CMOs are analyzing pipelines on their own. Some district schools or CMOs have started to develop teacher recruitment efforts. 	<ul style="list-style-type: none"> The district/city has begun to identify its strongest teacher pipelines and is building connections with these programs. The district/city has begun to develop a citywide teacher recruitment program. 	<ul style="list-style-type: none"> The district/city uses data to identify its strongest teacher pipelines and continues to look for new talent pipelines that consistently produce strong teachers. The district/city has a coordinated, citywide effort to attract teachers from the strongest proven pipelines.

Rubric for Scoring Talent-Seeking Strategy in Portfolio Strategy Implementation

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Intensive development of teachers/ leaders/ district staff	<ul style="list-style-type: none"> The district/city does not have coordinated professional development programs in place. 	<ul style="list-style-type: none"> The district has an established development program that is based mainly on seniority and education credentials. There is no process for identifying strong teachers and leaders for development. 	<ul style="list-style-type: none"> No district/citywide development programs in place, but some schools have their own development programs. Most schools still follow the district development track, but the district has begun opening up development to vetted outside providers. 	<ul style="list-style-type: none"> District has a “talent scouting” plan in place to identify strong current teachers and leaders, and give them opportunities to grow. Teachers/leaders/district staff have the opportunity to access development that can prepare them for success in a portfolio district. Collaboration has begun between the district and outside providers/CMOs to offer development opportunities to staff from all schools. 	<ul style="list-style-type: none"> District regularly draws from “talent scouting” plan to hire new principals and lead teachers. District teachers/leaders/ district staff have the opportunity to access development that can prepare them for success in a portfolio district. Strong development collaborations across sectors have been established.
Performance-based evaluation system in place to recognize or remove teachers and leaders	<ul style="list-style-type: none"> Evaluation is not based on performance. Traditional “step and lane” systems are in place. 	<ul style="list-style-type: none"> A performance-based evaluation system is being developed. Teachers cannot be recognized or removed based on performance alone. 	<ul style="list-style-type: none"> A transparent performance-based evaluation system is in place but still a work in progress—may be a pilot. Teachers and leaders are able to apply for development/ leadership opportunities based on performance. 	<ul style="list-style-type: none"> A performance-based evaluation system has been developed and is used for all teachers and leaders. Teachers are assessed and recognized based on this system, but removing teachers evaluated as ineffective is still an onerous process for schools/district to undertake. 	<ul style="list-style-type: none"> A performance-based evaluation system is developed and used for all teachers and leaders. Teachers and leaders are assessed, recognized, and removed with a clear, transparent process understood by all parties involved.
Innovative ways to increase the number of students taught by strong teachers and leaders	<ul style="list-style-type: none"> There is no plan in place to extend the reach of strong teachers and leaders. District doesn’t know where effective and ineffective teachers are teaching throughout the district. 	<ul style="list-style-type: none"> Strong teachers and leaders see more students through ad hoc efforts coordinated by them or their individual school. District knows where effective and ineffective teachers are, and on balance, high-poverty schools have more ineffective teachers. No plan in place to address disparity. 	<ul style="list-style-type: none"> Some schools have programs to increase the number of students taught by strong teachers and leaders. No coordinated plan is in place to extend the reach of strong teachers and leaders throughout the city. District knows where effective and ineffective teachers are, disparity exists, and district is working with schools to incentivize ways to get strong teachers into high-poverty schools. 	<ul style="list-style-type: none"> The district is developing ways to increase the number of students taught by strong teachers and leaders. Efforts are still not coordinated across the city or sectors, but collaborations between schools have started and may include use of technology and additional classes outside normal school hours. District is seeing a shift toward more effective teachers in all schools, but especially high-poverty schools. 	<ul style="list-style-type: none"> Strong teachers and leaders are identified and several systems are in place across the city to put them in front of more students. Examples of this include the use of technology, special evening and summer classes, and tutoring programs. High-poverty schools have a majority of effective teachers.



Rubric for Scoring Sources of Support in Portfolio Strategy Implementation

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Schools free to choose support from an array of diverse independent providers.	<ul style="list-style-type: none"> District is the provider/conduit for services and support. Schools cannot independently select support from other providers. 	<ul style="list-style-type: none"> District is the provider/conduit for most services and support. Schools can independently select support from other sources, within limits of discretionary budget spending. 	<ul style="list-style-type: none"> District is one of the main providers/conduits for services and support. A select group of schools (beyond charters) are able to choose support from other sources for larger items. 	<ul style="list-style-type: none"> District is one of many providers/conduits for services and support. Schools (except charters) are required to use the district-provided option for some services. 	<ul style="list-style-type: none"> District is one of many providers/conduits for services and support available. A few equity-linked services (enrollment, data, accountability management) are provided by a set source and schools pay to support these entities.
Procurement policies enable schools to work with vendors, regardless of established district contracts.	<ul style="list-style-type: none"> No procurement policies enabling schools to work independently with vendors. 	<ul style="list-style-type: none"> Procurement policies only allow schools to work with approved outside vendors for a narrow range of pre-determined services; adding a vendor to the list is onerous. Schools may make purchases up to \$5,000 without approval. 	<ul style="list-style-type: none"> Procurement policies enable schools to work with approved outside vendors and simplify the process for adding vendors to the list. Schools may make purchases up to \$20,000 without approval. 	<ul style="list-style-type: none"> Procurement policies allow schools to work with outside vendors without district approval for most services. Schools may make purchases up to \$50,000 without approval. District still provides some services (beyond equity and student safety) directly or only provides a few approved options. 	<ul style="list-style-type: none"> Procurement policies allow schools to work with vendors without district approval. Services tied to equity and student safety still have set providers (e.g., common enrollment system, data).
Strategies that engage independent providers (educational technologies, professional development, interim assessments).	<ul style="list-style-type: none"> The real cost of services/supports in schools on a per-school basis has not been determined by the district. 	<ul style="list-style-type: none"> District is beginning to determine the per-school cost of district-provided services. 	<ul style="list-style-type: none"> District/city has developed a menu of independent service providers for schools. District/city are in the early stages of developing training and support for school-level discovery of vendors and decisionmaking 	<ul style="list-style-type: none"> District/city has developed a menu of independent service providers for schools, some district provided services are included. District/city has developed training and support for school-level discovery of vendors and decisionmaking, both could still be improved. 	<ul style="list-style-type: none"> District/city has developed a menu of independent service providers for schools that includes the cost of district services. Well developed system of training and support for school-level discovery of vendors and decisionmaking. District/city support exists for school-based contracting workflow (e.g., help with paperwork, but schools still make the decisions).



Rubric for Scoring Accountability in Portfolio Strategy Implementation

	1	2	3	4	5
Schools have rich and timely information on student and school performance	<ul style="list-style-type: none"> Data is collected for all schools. But data is not distributed to schools. 	<ul style="list-style-type: none"> Data is collected for all schools, but is difficult for teachers or principals to access. 	<ul style="list-style-type: none"> Data is collected and accessible. Principals and teachers have access to student- and school-level data but don't have the training to use this data effectively. 	<ul style="list-style-type: none"> Data is collected, accessible, and updated on a timely basis. Principals and teachers can access student- and school-level data. Principals and teachers are receiving support on how to use data to make decisions. However, data remains siloed between district and charter sectors. 	<ul style="list-style-type: none"> Data dashboards exist and are updated on a timely basis. Principals and teachers can access student- and school-level data. Principals and teachers are receiving support on how to use data to make decisions. School information systems across district and charter schools are able to "talk" to each other.
Common school performance framework in place	<ul style="list-style-type: none"> No common performance framework for district or charter schools. 	<ul style="list-style-type: none"> Performance framework for district or charter schools in planning stages 	<ul style="list-style-type: none"> Performance frameworks in place but they differ significantly between district and charter schools. 	<ul style="list-style-type: none"> A single performance framework exists across district and charter schools and includes common factors (e.g., performance, climate, etc.), but has varied weighting. Performance framework provides measurement toward district goals and strategy. 	<ul style="list-style-type: none"> Shared performance framework with similar weighting in place for district and charter schools. Performance framework provides measurement toward district goals and strategy.
Performance framework measures*	<ul style="list-style-type: none"> Measures only student performance 	<ul style="list-style-type: none"> Measures only student performance and student progress. 	<ul style="list-style-type: none"> Measures student performance, student progress as first-stage assessments on all schools. One other measure used as second-stage assessments for high-stakes decisions on low-performing schools: school climate, student engagement or equity/access. 	<ul style="list-style-type: none"> Measures student performance, student progress as first-stage assessments on all schools. Two other measures used as second-stage assessments for high-stakes decisions on low-performing schools: school climate, student engagement or equity/access. 	<ul style="list-style-type: none"> Measures student performance, student progress, long-term student outcomes as first-stage assessments on all schools. Multiple other measures used as second-stage assessments for high-stakes decisions on low-performing schools: school climate, student engagement, and equity/access.

Rubric for Scoring Accountability in Portfolio Strategy Implementation

	1	2	3	4	5
Performance framework used as a significant factor in: school expansion, intervention, replacement/ closure	<ul style="list-style-type: none"> Performance framework is not used to make decisions about schools 	<ul style="list-style-type: none"> Performance framework is used inconsistently to make decisions about schools. No clear process in place for decisionmaking. 	<ul style="list-style-type: none"> Performance framework is used to make decisions about district or charter schools, but not used consistently for both. A process is in place for decisionmaking, but not consistently used or well-publicized. 	<ul style="list-style-type: none"> Performance framework is the primary factor to identify schools which are candidates for action. Other factors not in the performance framework are considered before action is taken (e.g., other available options, facilities, utilization, etc.). A process is in place for decisionmaking, exceptions are sometimes made. 	<ul style="list-style-type: none"> Performance framework is the primary factor to identify schools which are candidates for action. Other factors not in the performance framework are considered before action is taken (e.g., other available options, facility capacity, etc.). A clear and transparent decisionmaking process in place with clear criteria to any exceptions that are made.
Publication of a school report card based on common performance framework	<ul style="list-style-type: none"> No school report card for district or charter schools; district relies on state web links 	<ul style="list-style-type: none"> Internal school reports exist, but the district has not created anything for the public. 	<ul style="list-style-type: none"> Charter schools are not included in district report card, which is based on some elements of the performance framework. Report card is only available in print or online. 	<ul style="list-style-type: none"> School report card is published and based on most elements of the performance framework. School report card published for all district and charter schools. District is working to ensure that measures reported are meaningful to families and communities. Report card is available readily in print and online. 	<ul style="list-style-type: none"> School report card is published and based on several inputs including the most elements of the performance framework. School report card published for all district and charter schools. The report card represents measures that are meaningful to families and communities. Report card is available readily in print and online.

- Equity and access considers the representation of student subgroups at a school as compared to district averages and the ability of schools to serve students from different subgroups (e.g., special education or ELL).
- The term “student engagement” means examining the behavioral, emotional, and cognitive aspects of the student experience and how students are being engaged via student self-assessments, teacher assessments of students, classroom observations, and student success.
- By school climate we mean the combination of student engagement and the social interactions and relationships of other groups such as parents, the community, and teachers, as well as how the school management style impacts the learning and teaching done in a school building.

Rubric for Scoring Extensive Public Engagement Strategy in Portfolio Strategy Implementation

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Solicit ideas, values, and concerns from families and communities about school and district decisions	<ul style="list-style-type: none"> District decisions are made with little or no community input. 	<ul style="list-style-type: none"> District holds events such as superintendent coffees and open board meetings, but most major decisions are still held at the district level with little or no input from the community. 	<ul style="list-style-type: none"> District has begun to engage with various stakeholder groups about school and district decisions. The majority of input is still collected to support decisions rather than drive them. 	<ul style="list-style-type: none"> District holds regular community meetings when it is deliberating about decisions. Meetings are widely publicized and a schedule of meetings is available for the public. District leaders go to community organizations and hold meetings at these locations. 	<ul style="list-style-type: none"> District regularly holds meetings and gathers community input on decisions. District leaders go to community organizations and hold meetings at these locations. Community leaders are part of an advisory group that shapes relevant district and school decisions and communicates with their constituents. Continuous process in place to ensure that the ideas, values, and concerns of the community are known to decisionmakers and regularly taken into account.
Partnerships and coalitions with all key stakeholders	<ul style="list-style-type: none"> Very few partnerships exist with organizations outside the district. Any existing partnerships tend to be business support in schools. 	<ul style="list-style-type: none"> Some solid advisory partnerships exist, but the district is not actively seeking to build coalitions/partnerships with stakeholders. 	<ul style="list-style-type: none"> Some solid advisory partnerships exist, and the district is beginning to build coalitions with community groups, charter schools, CMOs, and other advocacy organizations. No central plan exists to engage stakeholders throughout the city. 	<ul style="list-style-type: none"> Many robust advisory partnerships exist with stakeholders throughout the community. The district/city has a plan to continue to engage stakeholders throughout the city and includes stakeholders in key decisions, as appropriate. 	<ul style="list-style-type: none"> The district/city partnerships and coalitions with stakeholders include community, family, business, faith-based, and philanthropic groups. The district/city has a plan to continue to engage stakeholders and has a process for including stakeholders in key decisions, as appropriate.
Communication plan to convey information about reform strategy (including strategic plan, implementation schedule, annual updates, and external progress review)	<ul style="list-style-type: none"> No district or citywide communication plan exists. 	<ul style="list-style-type: none"> District/city has begun to formulate a communication plan about its reform strategy, but it is not widely available to the public. 	<ul style="list-style-type: none"> District/city has a communication plan, but they have not begun to execute most parts of it. District/city has published some annual updates/reports. 	<ul style="list-style-type: none"> District/city has a communication plan, and they have begun to execute most parts of it. District/city has begun to publish and disseminate some information about the reform strategy including annual updates, an implementation schedule, etc. 	<ul style="list-style-type: none"> District/city has a communication plan and they are executing all parts of it. District/city is publishing and disseminating information about the reform strategy on a regular cycle.

Rubric for Scoring Extensive Public Engagement Strategy in Portfolio Strategy Implementation

	1	2	3	4	5
Plan for helping district and school staff understand and support the strategy	<ul style="list-style-type: none"> District/city has no plan for helping district and school staff understand and support the strategy. 	<ul style="list-style-type: none"> No formal plan for helping district and school staff understand and support the strategy exists. District/city is beginning to discuss ways to identify information gaps in its strategy. 	<ul style="list-style-type: none"> District/city is drafting a plan to help district and school staff understand and support the strategy. Initial outreach to district and school staff about the strategy has begun. District/city has identified information gaps in the district's plans. 	<ul style="list-style-type: none"> District/city has a plan in place to help district and school staff understand and support the strategy, but the plan has yet to be widely disseminated throughout the district. Outreach to cabinet-level staff is completed, but widespread outreach to principals, teachers, and mid-management has just begun. District has identified information gaps in its plans, and is working to address them. 	<ul style="list-style-type: none"> District/city has a plan in place to help district and school staff understand and support the strategy, and the plan is widely disseminated throughout the district. Outreach to cabinet-level staff, district staff, principals, teachers, and mid-management about the strategy is in progress. District has identified and continues to identify any information gaps in its plans, and has a plan in place to address them.
Empower principals to be lead communicators about school and district decisions	<ul style="list-style-type: none"> All communications about school and district decisions come from the district/city. 	<ul style="list-style-type: none"> Most communications about school and district decisions come from the district/city. Principals respond to general inquiries about their school but are not empowered to speak to the media. 	<ul style="list-style-type: none"> Some communications about school and district decisions come from the district/city. Principals respond to media inquiries about their school. District/city is working with principals to make them spokespersons for the strategy and help them communicate about school level decisions. 	<ul style="list-style-type: none"> Most communications about school and district decisions come from principals. Principals are empowered to speak about their schools and the district strategy. Announcements about major decisions (e.g., school openings or closings) still come from the district. 	<ul style="list-style-type: none"> Most communications about school and district decisions come from principals. Principals are empowered to speak about their schools and the district strategy. Announcements about major decisions (e.g., school openings or closings) come from the principal or from the principal and district/city jointly. Central office and city staff have been trained to avoid undermining principals' role as communicators.
Public criteria and schedule for school closings and openings; clear and better options for families affected by closure	<ul style="list-style-type: none"> No public criteria or schedule exists for school closings and openings. Families affected by closure default to closest zoned school. 	<ul style="list-style-type: none"> District/city has developed criteria and a tentative schedule for school closings and openings, but it is not widely available to the public. Families affected by closure default to closest zoned school. 	<ul style="list-style-type: none"> District/city has developed criteria and a schedule for school closings and openings, and they have begun to disseminate this information to the public. Families affected by closure are contacted by the district and made aware of multiple possible options. Families are not guaranteed a spot in a higher-performing school. 	<ul style="list-style-type: none"> The district/city has developed criteria and a schedule for school closings and openings, and this information is widely disseminated. Information gaps and confusion within the community about the process still exist. Families affected by closure are contacted by the district/city and made aware of multiple possible options. Families are guaranteed a spot in a higher-performing school. 	<ul style="list-style-type: none"> District/city has developed criteria and a schedule for school closings and openings and this information is widely disseminated. The community understands the process and the district/city constantly looks for any information gaps that need to be addressed to continuously improve the process. Families affected by closure are contacted by the district/city and made aware of their options. Families are guaranteed a spot in a higher-performing school.