



District
Management
Group

MANAGER'S TOOLKIT

Can Systems-Thinking Improve Your District's Reading Program?

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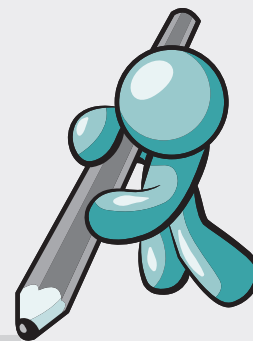
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Few districts question the importance of all children reading and comprehending at grade level. The common core standards will raise the bar even higher. Despite its importance, few districts are content with their results. This quiz will gauge how great an impact applying a systems-thinking approach to reading instruction, intervention, and programming can have in your district.

Do you agree with the following statements?	Completely Agree	Somewhat Agree	Disagree	Don't Know
Senior leadership of the district can clearly articulate the non-negotiables for an effective reading program.				
Our human-capital practices ensure that only highly skilled staff teach struggling readers.				
The school schedule has been specially tailored to meet the needs of struggling readers.				
Our middle schools and high schools have required courses in reading taught by skilled reading teachers for all struggling readers.				
The district can identify which teacher's students gained a year's growth in reading.				
We have identified the policies and practices that undermine effective reading instruction and have changed them.				
All staff who teach reading (such as classroom teachers, special educators, and reading interventionists) report to a single leader.				
The critical importance of students' reading at grade level drives most decisions in the district.				
The superintendent is engaged in leading and monitoring the district's reading efforts.				
The district provides all the funds needed for a best-practice, successful reading program.				



Score Your Results

How big an opportunity exists to improve your district's reading program by adopting a systems-thinking approach?

Give yourself **1 POINT** for every time you answered **COMPLETELY AGREE**

Give yourself **5 POINTS** for every time you answered **SOMEWHAT AGREE**

Give yourself **10 POINTS** for every time you answered **DISAGREE**

Give yourself **15 POINTS** for every time you answered **DON'T KNOW**

TOTAL SCORE

Your Score	Your Opportunity to Reduce Costs
0 - 25	You are doing almost everything right. Keep it up!
26 - 50	You have many key elements in place. Adding a few missing pieces might make a very big difference.
51 - 75	Some important pieces are in place, reflecting that a high value is placed on reading, but the parts may not reinforce and strengthen each other.
75 plus	As in many districts, the on-the-ground reality may not match the importance you place on reading.

Why does answering "Don't know" count so much? If senior leaders don't know the answers to these questions, it indicates that they are not involved in the day-to-day or key decisions to support reading. When leaders are not involved, conflicting priorities for time and money greatly reduce the effectiveness of a district's reading efforts.