

District-School Relationship

School ← **Who decides how it will get done? (locus of control for action)** → District

District

Quadrant 2

District sets priorities. School controls actions.

In this configuration, what we lose in differentiation of priorities, we make up for with strategies to pursue a common focus.

- Clear district goals
- Different strategies implemented across the district
- Maximizes differentiation
- Competition among schools?
- Schools say: "As long as we meet our goals, the district lets us do things our way."

Quadrant 1

District sets priorities. District controls actions.

In this configuration, what we lose in differentiation of priorities, we make up for in consistency. Efficient, but not always tuned in.

- Clear focus and uniform strategies
- Requires a strong delivery system to reach the classroom
- Limited autonomy for schools
- Schools say: "When the district tells us we have to do something, it gives us what we need to do it."

Quadrant 3

School sets priorities. School controls actions.

In this configuration, schools operate with a high level of autonomy, but there is a lower likelihood of consistency across the district.

- Empowers strong school-level leadership
- Potential for equity challenges
- Can become "islands of excellence"
- Schools say: "We go wherever the data takes us."

Quadrant 4

School sets priorities. District controls actions.

In this configuration, schools decide what changes to focus on, and the district must develop a wide range of responses to schools' needs.

- District is a warehouse of capacity and standardized processes
- Service orientation to schools
- May require effort to examine and strengthen school capacity
- Schools say: "If we can show our needs with data, the district will give us the support."

**Who decides what is to be done?
(source of priorities)**

School