# School Systems Durable Change Readiness Rubric

**Lever** | **Description** | **Indicators**
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Theory of Action | System leaders have clarity about the problem to be solved and a compelling theory for how to do it | There is a clearly articulated theory of action connecting the bold idea with a defined problem, interim outcomes, and student outcomes
A broader vision for student learning informs the theory of action and connects it to other priority initiatives

Leadership Support | The bold idea is a high priority of the superintendent, board and cabinet-level staff, and a high priority throughout the central office | Leadership endorsement of the bold idea
Leadership longevity and succession plan
System maintains tight links across units at the senior executive level through an integrated senior team
There is a designated leader to oversee bold idea structured into an “ambidextrous” leadership position

Stakeholder Support and Communication | There is a powerful coalition of supporters whose voices have shaped the bold idea, are invested in its success, and can provide cover and momentum to overcome likely sources of resistance | Ongoing stakeholder and external partner participation in developing the theory of action and bold idea
Stakeholder buy-in and investment into the bold idea
Regular, public communication about the bold idea and response to feedback
Strategic relationships in place with essential stakeholders and external partners

Implementation | The bold idea includes a clear plan and supporting team to implement part or all of a theory of action in an organized manner | Pilots planned or underway, with adequate autonomy and coordination to iterate on the bold idea
Implementation team and plan in place
Plan in place to meaningfully evaluate implementation and adjust course as necessary

Sustainability | There is a plan for accessing long-term funding, external partnerships, and human resource strategies that align with and can sustain the bold idea | There is a funding plan in place that can sustain the bold idea on reoccurring resources and provides evidence to avoid any potential fiscal cliffs or enrollment declines
There is a human capital plan in place that strategically aligns district and school level resources with the bold idea’s needs and/or theory of action

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