Quality Comprehensive Continuous Improvement Plan Rubric for Districts and Buildings

This document outlines quality standards, or indicators, against which districts and school buildings can measure their comprehensive continuous improvement plans. Its use is voluntary.

I. Step One – Comprehensive Needs Assessment

Plan Component	Plan Needs Improvement	Quality Plan	High-Quality Plan
	Needs Assessment - Decision Framework *Ohio Improvement Process Step 1A. – Identify Critical Needs*		
Needs Assessment (**Decision Framework** section (Data Analysis))	The district or building *did not* use the Decision Framework to identify root causes and prioritize needs. The needs of at-risk populations with significant achievement gaps were *not* identified**.** The district has identified too many priority needs, creating expectations that are unrealistic. This has resulted in a needs assessment that lacks focus for improvement planning.	The district or building used the Decision Framework to identify and prioritize needs. The needs of at-risk populations with significant achievement gaps were identified. The district has identified priority needs, providing focus for the district's improvement plan.	The district or building used the Decision Framework to identify root causes of needs and prioritize those needs. The needs of at-risk populations with significant achievement gaps were identified and prioritized. The district has identified priority needs to focus the district's improvement plan on identified root causes.
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Plan Component	Plan Needs Improvement	Quality Plan	High Quality Plan
	Needs Assessment – Additional Data Points *OIP Step 1A. – Identify Critical Needs*		
	The district used no additional district data points to support district needs not completely addressed in the Decision Framework.[*]	Additional data points are provided, for example, attendance, universal screening data, surveys, discipline and district assessments.	Additional data points are provided, such as attendance, universal screening data, surveys, discipline and district assessments. There is a clear link between the additional data and stated needs.

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[*] Additional data points could be district or building-level data such as discipline, survey results or district-provided assessments. Any additional data the district feels is pertinent to the district's improvement efforts.

Plan Component	Plan Needs Improvement	Quality Plan	High Quality Plan
	1B Needs Assessment – Need Statements *OIP Step 1A. – Identify Critical Needs*		
Needs Assessment – Need Statements: Stakeholder Involvement and Needs Statements	It is not evident that key stakeholder groups (school educators and administrators, families, community members and students) (for high schools) contributed to the need's assessment.	It is evident that key stakeholder groups (school educators and administrators, families, community members and students (for high schools) contributed to the needs assessment.	It is evident that key stakeholder groups (school educators and administrators, families, community members and students (for high schools) contributed to needs identification. One or more needs from families and/or community members were included in the needs assessment summary.
	There are no need statements for district- or building-identified priority needs from the Decision Framework.	There are need statements that address most of the priorities identified for improvement in the Decision Framework.	The needs assessment includes a need statement for each priority need selected for the improvement plan from the Decision Framework.
	Need statements are incomplete, lack clarity, unfocused and not supported by the Decision Framework or additional data points provided.	Need statements are clear and concise, but not all statements are supported by the Decision Framework or additional data points provided.	Need statements are clear, concise and relevant and directly linked to the Decision Framework or additional data points provided.
	Need statements do not address the needed strategies, integrated student supports and resources related to the priority needs from	There are some references to the needed strategies, integrated student supports and resources to address the priority needs from the Decision Framework and additional data points.	The needs assessment addresses the strategies, integrated student services and resources that will need to be implemented to address the priority needs identified in the Decision Framework and additional data points.

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	the Decision Framework and additional data points. Need statements fail to identify which entities, for example, buildings, student subgroups or staff, need to be addressed in the district or building improvement plan.		<mark>Need statements identify which entities, for example, buildings, student subgroups or staff, need to be addressed in the district or building improvement plan.</mark>
	Years 2-3 of Plan: OIP Step 5 Examine, Reflect, Adjust **Statements below are not to be used with Fiscal Year 2020 plans.[†]**		
Plan Component	The needs assessment did *not* address an evaluation of improvement programs or strategies that worked or those that could be eliminated.	The needs assessment includes the data used to address an evaluation of improvement programs or strategies that worked or those that could be eliminated.	The needs assessment includes the data used to address an evaluation of improvement programs or strategies that worked or those that could be eliminated. The most effective programs or strategies were selected for wider use in the district. The district or support schools' responses were used to inform the narrative.
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[†] The eight buckets (core items) for strategies are: Human Resources (Staffing and Professional Development), Effective Instruction, Curriculum and Assessment, Family-Community Engagement, Well-Rounded Education, Supportive Learning Environment, Leadership, and Systems of Support and Resources.

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Step 2 District/Building Plan

Plan Component	Plan Needs Improvement	Quality Plan	High Quality Plan
	District Plan - Goals *OIP Step 2 – Research and Select Evidenced-based Strategies,* *OIP Step 3 – Plan for Implementation*		
Goals Aligned to District Needs Assessment	The district has reviewed the needs assessment but has identified too many goals, and/or the goals do not align with the identified challenges.	The district has an adequate number of goals and appropriately addresses critical challenges, and/or goals generally address challenges that have the greatest impact.	The district completed its needs assessment and identified three to five SMART goals that clearly address critical school challenges identified in the needs assessment. -and/or- The goals clearly articulate challenges that have the greatest impact on student achievement in specific subjects and/or non-academic areas.
	Goals are not written in the SMART *(specific, measurable, attainable, realistic and time-bound)* goal format.	Generally, goals are written as SMART goals.	The goals are SMART goals. The goals are clear about what the district intends to do for all students and designated student populations.
	The district's performance measures are minimally aligned to the goals. The district lacks either student performance measures or adult implementation performance measures. Performance measures are *not* collected or used.	The district's performance measures are adequately aligned to its goals. The district provides a student measure and minimally one adult implementation measure for each goal. Performance measures are collected and used.	The district provides multiple, high-quality performance measures aligned to its goals. The student measures and adult implementation measures are realistic and relevant toward meeting the district's goals and are specific to a stated strategy. Performance measures are defined, regularly collected, assessable, linked to the strategies and used. For

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Plan Component	Plan Needs Improvement	Quality Plan	High Quality Plan
	District Plan - Goals OIP Step 2 – Research and Select Evidenced-based Strategies, OIP Step 3 – Plan for Implementation		
			example, the metrics highlight an observed change in practice.
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Plan Component	Plan Needs Improvement	Quality Plan	High Quality Plan
	District Plan - Strategies *OIP Step 2 – Research and Select Evidenced Based -* *OIP Step 3 – Plan for Implementation*		
Strategies Aligned to Goals A strategy is a coherent set of actions identified to achieve a specific objective	Strategies provided do not align with need statements related to the eight core items (buckets) of an improvement plan. Strategies specified in the plan do not meet evidence-based strategy levels 1-3, and/or level 4 strategies lack a description of the logic model the district will use to monitor effectiveness. Strategies do not appear to be tied to any funding resource for implementation. Required district components for district improvement and/or equity plans are not identified in the plan, or strategies selected do not align with the components identified.	Strategies provided align with most of the need statements related to the eight core items (buckets) of an improvement plan. Some strategies in the plan are unclear and need further explanation or description to provide enough detail about what the district/building will be doing to meet the intended goal. Strategies specified in the plan meet evidence-based strategy levels 1-4. The district's logic model for level 4 strategies needs improvement to assure the measure for effectiveness aligns with the strategy. Strategies are tied to the needs assessment. Required district improvement and equity plan components are identified in the plan. However, some of the strategies selected do not fully address the components and need to be revised.	Strategies provided align with the need statements related to the eight core items (buckets) of an improvement plan and provide enough description to be clear about what the district or building is doing to meet the intended goal. Strategies specified in the plan are mostly evidence-based strategy levels 1-3. Level 4 strategies have a strong logic model with strong alignment to the measure for effectiveness. The appropriate funding resources are tied to the correct goal and strategies and align with the intent and purpose of the funds. Required district improvement and equity plan components are identified and fully described in the plan. The strategies selected fully address the components.

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	No professional development or resources are identified or those that are identified do not appear sufficient to implement the strategies.	Professional development and other resources are identified and aligned to the strategies.	Professional development is job embedded and ongoing and other resources are identified and aligned to the strategies.
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Plan Component	Plan Needs Improvement	Quality Plan	High Quality Plan
	District Plan – Action Steps *OIP Step 2 – Research and Select Evidenced Based* *OIP Step 3 – Plan for Implementation*		
Action Steps Aligned to Strategies	The district has no action steps for strategies. The district action step bank is limited, allowing for buildings to use in building plans. Action steps are vague and do *not* clearly specify the actions to be taken. Action steps do not identify the individual or team responsible to work the action step. Building plans lack action steps for required School Improvement and/or SW components and are not specific to activities the buildings will implement to meet their needs.	District has provided action steps for implementation of strategies. Action steps are added to the district action step bank for buildings to use in building plans. Buildings are not able to create their own action steps to address specific needs of their buildings. Action steps clearly describe what the district or building actions will be. Action steps identify an individual or team responsible to work the action step. School plans are provided for Title I SW buildings and buildings in school improvement status. The building plans consist of only the required action steps for their plans to meet federal compliance (School Improvement and SW components).	District has provided action steps for implementation of strategies. Action steps are available for buildings to use in from the district's action step bank. Buildings are able to create their own actions steps to address specific needs of their buildings. Action steps clearly describe the actions the district or building will take, as well as when and how often the actions will occur. Action steps identify an individual or team responsible to work the action step, along with others who need to be involved. District plan requires each school to develop building plans aligned to district goals. Building plans provide specific actions steps. Action steps are relevant to buildings' needs and are beyond the required action steps to meet federal compliance.
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Appendix A

EVIDENCE-BASED STRATEGY LEVELS

Level 1- Strategy has strong evidence from at least one well-designed and well-implemented experimental study.

Level 2 – Strategy has moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

Level 3 – Strategy shows promising evidence from at least one well-designed and well-implemented study.

» **Level 1 and Level 2** interventions are backed by "strong" research and "moderate" research, respectively. Research shows that Level 1 and 2 interventions are most likely to bring about change for students.

» **Level 3** interventions are backed by "promising" research. While the research may not have the statistical rigor of Levels 1 or 2, there is good cause to believe they can work.

» **Level 4** interventions do not have enough research backing to be Level 1, 2 or 3. But, they do have some support in research. When you use Level 4 interventions, you must make a commitment to carefully monitor and evaluate results to ensure students are benefiting.

For more information, visit the Ohio Department of Education's website on the 5 Steps to Being Empowered by Evidence.

Sources:
5 Steps to Being Empowered by Evidence (n.d.). Retrieved from http://education.ohio.gov/Topics/Research-Evaluation-and-Advanced-Analytics/5-Steps-to-Being-Empowered-by-Evidence/Empowered-by-Evidence-Resources

Empowered by Evidence: Using Level 4 Evidence-Based Strategies. (n.d.). Retrieved from http://education.ohio.gov/getattachment/Topics/Research-Evaluation-and-Advanced-Analytics/5-Steps-to-Being-Empowered-by-Evidence/Empowered-by-Evidence-Resources/Evidenced-Based_Level-4-Guidance.pdf.aspx?lang=en-US

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Appendix B

Districts may want to review strategies from *Each Child, Our Future*, Ohio's strategic plan for education, as they work on their own improvement plans. Ohio's strategic plan for education may provide support for districts' improvement plans.

1. Increase the supply of highly effective teachers and leaders and provide supports to ensure they are effective or highly effective.
2. Support every principal to be highly effective—especially those leading schools that serve the neediest children
3. Improve targeted supports and professional learning so teachers can deliver excellent instruction today, tomorrow and throughout their careers.
4. Ohio must have clear learning standards and guidelines reflecting all four learning domains.
5. Move toward a varied system of assessments that allows students to demonstrate academic competency and mastery in ways beyond state standardized tests. Acknowledge local choice in gauging non-academic knowledge and skills.
6. Refine the state's accountability system to be a fairer, more meaningful process.
7. Work together with parents, caregivers and community partners to help schools meet the needs of the whole child.
8. Promote the importance of early learning and expand access to quality early learning experiences.
9. Develop literacy skills across all ages, grades and subjects.
10. Ensure high school inspires students to identify paths to future success, and give students multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond.

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