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. Use of this rubric is optional.

I. Step One – Comprehensive Needs Assessment

Plan Component	Plan Needs Improvement	Quality Plan	High-Quality Plan
Needs Assessment	The district or school *did not* complete all of the required questions on the One Needs Assessment or required sections in the CCIP Needs Assessment.	The district or school completed all of the required questions on the One Needs Assessment or required sections in the CCIP Needs Assessment.	The district or school completed all the required questions on the One Needs Assessment and others identified by district or school data or provided detailed data and descriptors in the CCIP Needs Assessment.
	The plan *did not* identify root causes.	The plan identified root causes.	The district or school used one or more root cause analysis tools to analyze and identify root causes.
	The plan *does not* prioritize needs. The district or school identified too many priority needs, resulting in a needs assessment that lacks focus for improvement planning.	The plan prioritizes needs. The district or school identified the number of priority needs that could realistically be addressed, providing focus for their improvement plan. *	The plan prioritizes needs. The district or school identified the number of **critical** priority needs and considered identified improvement areas or other identified needs that could realistically be addressed, providing focus for their improvement plan.
	The plan *does not* identify the needs of at-risk populations with significant achievement gaps.	The plan identifies the needs of at-risk populations with significant achievement gaps.	The plan identifies the needs of at-risk populations with significant achievement gaps and those needs are given appropriate priority.

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	The plan *does not* identify non-academic support needs.	The plan identifies non-academic support needs.	The plan identifies non-academic support needs and those needs are given the appropriate priority.
	It *is not* evident that key stakeholder groups (school educators and administrators, families, community members and students) contributed to the needs assessment.	It is evident that key stakeholder groups (school educators and administrators, families, community members and students) contributed to the needs assessment.	It is evident that key stakeholder groups (school educators and administrators, families, community members and students) contributed on an on-going basis to the needs assessment.
Reviewer Comments:			

II. Step Two - District or Building Plan

Plan Component	Plan Needs Improvement	Quality Plan	High Quality Plan
Goals Aligned to District Needs Assessment	The district has reviewed the needs assessment but has identified too many goals, or the goals do not align with the identified challenges or both.	The district has an adequate number of goals and appropriately addresses critical challenges and the goals generally address challenges that have the greatest impact.	The district completed its needs assessment and identified three to five SMART (specific, measurable, attainable, realistic and time-bound) goals that clearly address critical school challenges identified in the needs assessment. The goals clearly articulate challenges that have the greatest impact on student achievement in specific subjects and/or nonacademic areas.
	Goals *do not* follow the SMART *(specific, measurable, attainable, realistic and time-bound)* goal format.	Generally, goals follow the SMART goal format.	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.	The district's performance measures are aligned to its goals. The district provides a student measure and, minimally, one adult implementation measure for each goal.	The district provides multiple, high-quality performance measures aligned to its goals. The student measures and adult implementation measures are realistic and relevant to meeting the district's goals and are specific to a stated strategy.

Plan Component	Plan Needs Improvement	Quality Plan	High Quality Plan
	Performance measures do *not* explain how, when, or who will monitor the measures.	Performance measures include how, when, and who will monitor the measures.	Performance measures include how, when, and who will monitor the measured. The description for measure is specific to a desired outcome for students and an observed change in practice for adults.
Reviewer Comments:			

Plan Component	Plan Needs Improvement	Quality Plan	High Quality Plan
Strategies Aligned to Goals A strategy is a coherent set of actions identified to achieve a specific objective.	The strategies do not align with need statements related to the eight core improvement areas for an improvement plan.	The strategies align with the eight core improvement areas of an improvement plan. Some strategies in the plan need further explanation or description to provide enough detail about what the district or building will be doing to meet the intended goal.	The strategies align to the eight core improvement areas 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 do not meet evidence-based strategy levels 1-3. Level 4 strategies lack a description of the logic model the district will use to monitor effectiveness.	Strategies specified in the plan meet evidence-based strategy levels 1-4. Strategies are tied to the needs assessment. Level 4 strategies have a clear logic model outline but do not align to stated outcomes and performance measures. See Appendix A.	Strategies specified in the plan are mostly at evidence-based strategy levels 1-3. Level 4 strategies have a clear logic model outline and align to stated outcomes in performance measures.
	Strategies are not tied to any funding resource for implementation.	The appropriate funding resources are tied to the correct goal and strategies, aligning with the intent and purpose of the funds.	The appropriate funding resources are tied to the correct goals and strategies, aligning with the intent and purpose of the funds. The district assigned realistic estimates for each funding resource to assist with budgeting in funding application.

	The district has not considered items needed in a plan to address the district's accountability labels or required funding components.	The district has included items needed in a plan with strategies or action steps to address the district's accountability labels and required funding components. *See* Appendix C.	The district included items needed in a plan with strategies or action steps to address the district's accountability labels and required funding components. Overall, the plan demonstrates that the district integrated requirements creating a clear, concise and realistic plan.
Reviewer Comments:			

Plan Component	Plan Needs Improvement	Quality Plan	High Quality Plan
Action Steps Aligned to Strategies	The district plan has no action steps tied to strategies. The district action step bank is limited, and does not allow buildings to write their own action steps specific to building needs under district strategies.	The district has provided action steps for implementation of strategies in the district plan. Action steps are added to the district action step bank and the number is sufficient enough for buildings to use in building plans that support building needs.	District has provided action steps for implementation of strategies in the district plan. Action steps are available for buildings to use from the district's action step bank and buildings are able to write their own action steps specific to building needs under district strategies.
	Action steps are vague and do *not* clearly specify the actions the district or buildings will take to implement the strategy.	Action steps clearly describe what the district or building actions will be to implement strategy.	Action steps clearly describe actions the district or building will take, as well as when, for whom (i.e. grade level, students, etc.) and how often the actions will occur.
	Action steps do not identify the individual or team responsible for implementing the action step.	Action steps identify an individual or team responsible for implementing the action step.	Action steps identify an individual or team responsible for implementing the action step, along with others who need to be involved.
Reviewer Comments:			

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 correlational study.

Level 4- Strategy demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes.

- **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: 5 Steps to Being Empowered by Evidence.

Sources:

5 Steps to Being Empowered by Evidence

Empowered by Evidence: Using Level 4 Evidence-Based Strategies

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. There are ten priority strategies in *Each Child, Our Future*. They are:

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.

Appendix C School Labels Flowchart
Completed CCIP Needs Assessment

Public Schools

Districts/School Labels	District Improvement Components in the Plan	School Level Needs Assessment	School Improvement Components in the Plan
ADC only	Required # 1-5 only	Required- All buildings CCIP Needs Assessment	Required # 1-6 only for Priority, Focus, and Warning buildings #7 required for all Watch buildings
ADC with Watch	Required #1-6	Required- All buildings CCIP Needs Assessment	Required #1-7 only for Priority, Focus, and Warning buildings #7 required for all Watch buildings
Intensive	Required # 1-5 only	Required- All buildings CCIP Needs Assessment	Required #1-6 only for Priority, Focus, and Warning buildings #7 required for all Watch buildings
Intensive with Watch	Required #1-6	Required- All buildings CCIP Needs Assessment	Required #1-7 only for Priority, Focus, and Warning buildings #7 required for all Watch buildings
Moderate D/F	Required #1-5 only	Required- All buildings CCIP Needs Assessment	Required #1-6 only for Priority, Focus, and Warning buildings #7 required for all Watch buildings
Moderate D/F with Watch	Required #1-6	Required- All buildings CCIP Needs Assessment	Required #1-7 only for Priority, Focus, and Warning buildings #7 required for all Watch buildings
Moderate C	Required #1-5 only	Focus, Priority, Warning and Title I SW CCIP Needs Assessment	Required #1-6 only for Priority, Focus, and Warning buildings #7 required of all Watch buildings
Moderate C with Watch	Required #1-6	Title I SW buildings - CCIP Needs Assessment	Required #1-7 only for Priority, Focus, and Warning buildings

			#7 required of all Watch buildings
Independent	Not Required	Title I SW buildings - CCIP Needs Assessment	Not Required
Independent with Watch	Required - Only #6	Title I SW buildings - CCIP Needs Assessment	Required - Only #7

Community and Drop-Out Recovery Schools

School Label(s)	District Improvement Components in the Plan	School Level Needs Assessment	School Improvement Components in the Plan
Priority & Focus with Watch Warning and Watch	Required #5-6	Not Required	Required #1-7
Priority, Focus, & Warning	Required #5	Not Required	Required #1-6
Independent	Not Required	Not Required	Not Required
Independent with Watch	Required #6	Not Required	Required #7