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 New One Needs Assessment

What are the requirements of the different school labels on a local report card? The flowchart below provides the requirements for districts and buildings according to their accountability status from Ohio's State Report Card.

***All* districts are required to complete a needs assessment.

Public Schools

Districts/School Labels	District Improvement Components in the plan	School Level Needs Assessment	School Improvement Components in the plan
All Pilot Districts	Not Required Addressed in One Needs Assessment	See Below for District Label	Not Required Addressed in One Needs Assessment
ADC only	Not Required Addressed in One Needs Assessment	Required – All buildings One Needs Assessment	Not Required Addressed in One Needs Assessment
ADC with Watch	Not Required Addressed in One Needs Assessment	Required – All buildings One Needs Assessment	Not Required Addressed in One Needs Assessment
Intensive	Not Required Addressed in One Needs Assessment	Required – All buildings One Needs Assessment	Not Required Addressed in One Needs Assessment
Intensive with Watch	Not Required Addressed in One Needs Assessment	Required – All buildings One Needs Assessment	Not Required Addressed in One Needs Assessment
Moderate D/F	Not Required Addressed in One Needs Assessment	Required – All buildings One Needs Assessment	Not Required Addressed in One Needs Assessment
Moderate D/F with Watch	Not Required Addressed in One Needs Assessment	Required – All buildings One Needs Assessment	Not Required Addressed in One Needs Assessment

Moderate C	Not Required Addressed in One Needs Assessment	Yes – Focus, Priority, Warning and Title I SW One Needs Assessment	Not Required Addressed in One Needs Assessment
Moderate C with Watch	Not Required Addressed in One Needs Assessment	Yes- Title I SW – One Needs Assessment	Not Required Addressed in One Needs Assessment
Independent	Not Required	Yes- Title I SW – One Needs Assessment	Not Required
Independent with Watch	Not Required – Covered in One Needs Assessment	Required Title I SW buildings	Not Required.

Community/Drop-Out Recovery Schools

Label	District Improvement Components in the Plan	School Level Needs Assessment	School Improvement Components in the Plan
All Labels	Not Required – Completed in One Needs Assessment	Not Required	Not Required – Completed in One Needs Assessment

Appendix D
From the Needs Assessment to the District Improvement Plan

Below is an example of one priority need a district selected for its improvement plan. How do the individual parts in the needs assessment (priority need, improvement areas and root cause) help the district write a comprehensive improvement plan?

Example: One Priority Need, Root Cause and Additional Improvement Areas

Community and Family Engagement

No Needs Have Been Identified.

College and Career Readiness

Improvement Area: College Career Readiness

Priority Need: Career Connections

Root Cause: We have limited opportunities for our students to experience a variety of careers. Our specialized populations also have the challenges associated with their specialized areas. We need to develop a system from grades 2-7 for career introduction and experiences so that these experiences become an integral part of our curriculum and instruction. Embedding such activities within our unit plans for ELA, Science and SS would increase opportunities as well as allow us to be proactive with our specialized populations. Planning in advance for the experience and the supports would create greater success. For grades 7-11, we need to expand opportunities for students to gain first-hand experience on fields they have demonstrated an interest in beginning with exploratory at the middle school level to greater immersion activities in the 10-12 grade levels. Developing greater connections within our business community is essential for this. Finally, we need a staff member to help with the coordination and organization of this across the district. This staff member must be able to work with our curriculum staff and business community.

Additional Improvement Areas: Community Family Engagement; Curriculum, Instruction and Assessment; Professional Capital

School Climate and Supports

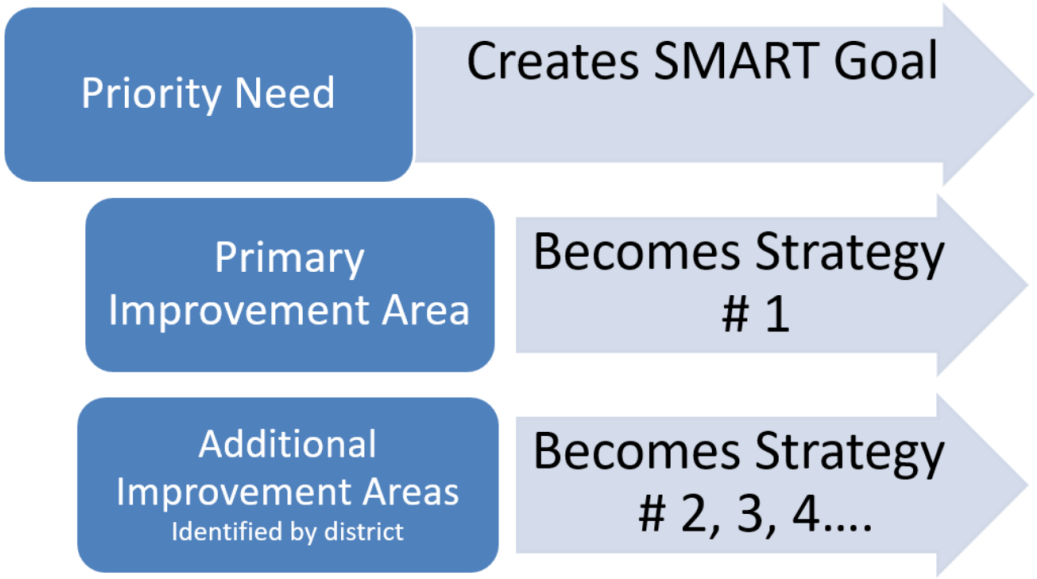
No Needs Have Been Identified.

First let's consider the different parts of the needs assessment and planning tool. In the One Needs Assessment, the sections, groups and root cause are known by most of us as priority needs and improvement areas with the root cause stating the underlying factors that have led to a district challenge becoming a priority need.

The One Needs Assessment consists of **Sections** (Improvement Areas), **Groups** (Priority Needs), **Root Cause** (Underlying Factors Resulting in a Need) and **Additional Sections (**Additional Improvement Areas).

The Planning Tool consists of ***SMART Goals, Strategies, Action Steps***, as well as an **Adult Implementation Measure, Student Measure** and **Fiscal Resources**.

BIG Picture



As you begin writing your plan, consider that the priority needs of the district become the foundation for the development of the SMART goal. Each improvement area then becomes the foundation for the strategies to meet the SMART goal. Since the improvement areas are the areas that need to be addressed to impact outcomes resulting in progress toward the goal, it would make sense that they become the strategies for the district. Action steps are then added to provide information detailing how the district will implement the strategy. Let's look at the Career Connections priority need shown above and see how that may look in a plan with all the parts from the needs assessment.

Example: SMART Goal, Strategies, Action Steps

1. SMART Goal: ABC School District will increase students' knowledge of careers and the connections to their learning through integrated unit lessons in core subjects and demonstrated with quarterly student activities/projects by 2023 for grades 6-10. Benchmarks: 2021 – 1 unit and project/activity, 2022 – 2 units and project/activity, 2023 3 units and project/activity.

    1.1 Strategy: College and Career Readiness: Career Connections – (Students will become aware of possible careers through community partnerships, Ohio Means Jobs and project/activities completed in core subject unit lessons).
        1.1.1 The school will develop a relationship with local businesses and the chamber of commerce to evaluate needed skills for current jobs available in the area by June 2021.
        1.1.2 Students in grades 6-10 will enroll and utilize the Ohio Means Job website to assist with projects and activities, as well as plan for their futures related to occupations they are interested in.

    1.2 Strategy: Community Family Engagement

1.2.1 Beginning in grade 6, parents will be involved in planning for their children's future coursework through parent scheduling meetings.

1.2.2 An informational meeting concerning the current and future job market, along with skill sets employers need will be provided to parents.

1.2.3 An annual job market will be created with community partners by 2022 for parents and students to participate in.

1.3 Curriculum, Instruction and Assessment

1.3.1 2021: Teachers in grades 6-10 will work together to cross-reference standards and possible occupations related to standards taught in core subject areas at each grade level and develop an integrated unit lesson that includes a career connection project/activity for spring quarter.

1.3.2 2022: Teachers in grades 6-10 will work together to cross-reference standards and possible occupations related to standards taught in core subject areas at each grade level and develop a second integrated unit lesson that includes a career connection project/activity for winter quarter.

1.3.3 2023: Teachers in grades 6-10 will work together to cross-reference standards and possible occupations related to standards taught in core subject areas at each grade level and develop a third integrated unit lesson that includes a career connection project/activity for fall quarter.

1.4 Professional Capital

1.4.1 The district will hire a Career Connections Coordinator to work with teachers, area businesses, the chamber of commerce, students and parents to develop career connections for grades 6-10.

1.4.2 Staff in grades 6-8 will participate in professional development that involves curriculum alignment across subject areas to determine common skills/knowledge sets in core subject areas and current job market.

1.4.3 Staff will participate in career awareness activities to gain a greater understanding of the required skills, knowledge base and work-based interactions employers need in today's work environment.

The framework provided to districts will help with the transition of priority needs to a plan of action in the Continuous Improvement Plan. The hope is to provide a framework that is easy to follow, makes sense and directly connects to the identified needs during the needs assessment process. Districts are free to use different frameworks in their plans but must remember that goals, strategies and action steps must be supported by a stated need in the needs assessment. As you work through the needs assessment questions and root cause, staying mindful of the final product should help the decision-making process.

Appendix E
One Needs Assessment Structure
Improvement Areas and Groupings for Priority Needs

Improvement Areas (Sections)

I. College and Career Readiness

Strategies (Group Names)

A. Early Warning System
B. Graduation
C. Postsecondary
D. Career Connections

II. Community/Family Engagement

A. Engagement

III. Curriculum, Instruction and Assessment

A. English Language Arts
B. Math
C. Instruction
D. Standards Alignment
E. Special Populations
    a. Students with Disabilities
    b. English Learners
    c. Homeless
    d. Foster Care
    e. Neglected and Delinquent
    f. Military

IV. Fiscal Management (District level)

A. Internal Controls
B. Financial Management
C. Budgeting
D. Procurement

V. Leadership, Administrative and Governance

A. Shared Leadership

VI. Operations

A. Child Nutrition
B. Transportation

VII. Professional Capital

A. Educator Equity
B. Educator Recruitment and Hiring

VIII. School Climate & Supports

A. Safe and Healthy Schools
B. Behavioral Supports
C. Student Transition
D. Attendance
E. Positive Behavior Intervention Supports