Ohio | Department of Education

Ted Strickland, Governor
Deborah S. Delisle, Superintendent of Public Instruction

CCIP District Plan Rating Tool Overall Plan Scoring Rubric

Issue Date: January 10, 2006 **Revised:** February 11, 2009
Sources: Office of Federal Programs
Key Words: CCIP, Planning Tool
Summary:

Instructions: Please use the scoring system (1insifficient evidence to 5 strongly evidenced) to rate the overall district plan.

Evidence Rating	1	2	3	4	5
Coherence					
Data driven, on-going planning to ensure district needs are met is evidenced in the Needs Assessment (student achievement disaggregate data for all groups).	Insufficient Evidence	Needs Assessment Rubric scores less than 21 points	Needs Assessment Rubric score totals 21 points	Each Needs Assessment construct evidences a rubric score of three or more points	Needs Assessment Rubric score totals 35 points
Core Program					
Goals, performance measures and strategies align to data evidenced in the Needs Assessment and are focused on student results.	Insufficient Evidence	Goals, performance measures and strategies are evidenced	Goals, performance measures and strategies target students results	Goals, performance measures and strategies targeting student results align to fiscal resources	Goals, performance measures, strategies, and action steps align resources to target student results. Benchmark indicators reflect estimated costs

Evidence Rating	1	2	3	4	5
Assessment/Accountability					
Scientific, research-based, on-going assessments are being implemented (screening, diagnostic and achievement) to measure student progress.	Insufficient Evidence	Limited evidence of student data	A variety of on-going assessments are evidenced that measure student performance	Assessment data indicating student needs are evidenced in the needs assessment and are reflected in the district plan goals	Assessment data is analyzed to evaluate the effectiveness of the goals, strategies, and action steps and to benchmark the district plan performance measures
Safety Nets					
Effective, scientific, research-based early-intervention strategies are included in the plan to meet the needs of all students.	Insufficient Evidence	Prevention and early-intervening strategies are evidenced	Prevention and early-intervening strategies are aligned to student evidenced needs	Prevention and early-intervening strategies are aligned to the Academic Content Standards	Prevention and early-intervening strategies are specifically targeted to maximize student participation
Professional Development					
Scientific, research-based, on-going opportunities for teachers and administrators targeting student achievement are being provided.	Insufficient Evidence	Professional development is referenced	High Quality professional development (HQPD) is targeted to student achievement	HQPD is aligned to the Educator Standards	HQPD is aligned to the Educator Standards evidenced in the needs assessment and clearly defined in strategies and/or action steps measured by student performance

Evidence Rating	1	2	3	4	5
Parents/Community					
Parents and community are engaged in student achievement efforts. Survey results are evidenced in the Needs Assessment.	Insufficient Evidence	Parent and community survey data is included in the needs assessment	The survey data is used to inform district planning	A variety of parent and community engagement decision making opportunities targeting student achievement are evidenced in the plan	Clearly defined parent and community engagement strategies/action steps are imbedded in goals and performance measures targeting student achievement
Resources					
Align to the plan goals. Reallocating and leveraging available resources (fiscal, personnel, time, facilities, technology etc.) to impact student achievement is evidenced.	Insufficient Evidence	Fiscal resources (goals) are budgeted	Resource needs are evidenced in the needs assessment and aligned to the goals	Fiscal resources are allocated to specific strategies/action steps	Student results inform resource allocations