

School QC Rubric

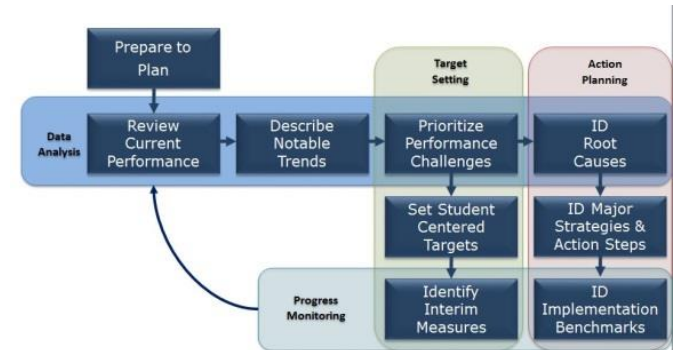
Quality Criteria Rubric for Evaluating School Unified Improvement Plans (UIPs)

Overview

The Unified Improvement Plan (UIP) is intended to provide districts and schools with a consistent format to capture improvement planning efforts that streamline state and federal planning requirements and increase student learning. CDE developed the Quality Criteria rubric to offer guidance for creating high quality improvement plans and to establish the criteria for state and local review of school level UIPs, especially for schools on the accountability clock (i.e., Priority Improvement, Turnaround). The criteria in this document sit in the “meets expectation” column of the rubric.

General Directions

- Access the pre-populated report through the UIP Online System (<https://cdeapps.cde.state.co.us/index.html>) to determine the school’s unique accountability and program requirements.
- Examine the “Big Five” Guiding Questions, note their alignment with the UIP and determine which they need to address, based on previous CDE feedback (if any).
- Use the Meets Expectations and Meets Expectations at a High Level columns to guide the process.



The Big Five Guiding Questions

The “Big Five” are five guiding questions that outline the major concepts of the improvement planning process. The questions build upon each other and facilitate alignment across the entire plan. Does the plan:

- 1 Investigate the most critical performance areas and prioritize the most urgent **performance challenges**?
- 2 Identify **root causes** that explain the magnitude of the performance challenges?
- 3 Identify evidence-based **major improvement strategies** that have likelihood to eliminate the root causes?
- 4 Present a well-designed **action plan** for implementing the major improvement strategies to bring about dramatic improvement?
- 5 Include elements that effectively **monitor** the impact and **progress** of the action plan?

Structure

Organized by the “Big Five,” the various plan elements are further defined and include questions that if addressed, *lead to* a well-developed improvement plan. Most of these questions blend best practice and accountability requirements. Schools should aim for meeting the criteria in the two far right columns (Meets Expectations and Meets Expectations at a High Level). The most effective plans build a case that remains coherent across each section of the plan, rather than simply addressing each section independently. Those requirements that only apply to some schools are labeled separately at the end of each section. Greyed out sections will not be reviewed by CDE during the current school year.

1
Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?
Applicable Plan Elements: Data Narrative, Notable Trends, Priority Performance Challenges

		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
Brief Description	Demographics and Context	Does not include a description of school's context.	Includes an incomplete description of school demographics and relevant contextual information about school and community.	Includes a description of school's demographics and relevant contextual information about school and community.	Includes a thorough and compelling data narrative that can be used as a model for other schools.
	Stakeholder Input and Involvement	Does not include a description of who was involved in development of UIP.	Provides limited information about who was involved in development of UIP or stakeholders have only been consulted.	Describes a variety of stakeholders (including teachers and the School Accountability Committee) that have been involved in development of UIP in a meaningful way.	
Current Performance	Current Performance	Does not include an explanation of school's current performance.	Describes school's current performance relative to just one set of expectations (e.g. local, state or federal expectations).	Includes an explanation of the school's current performance relative to local, state and federal expectations (e.g. SPF, ESSA).	
	Previous Performance Targets		Includes previous year's performance targets, but does not include any reflection and does connect to current plan.	Includes a reflection on previous improvement efforts and performance targets that provides a basis for current plan.	
Notable Trends	Trend Statements	Does not include, or trend statements have significant issues. Example: Multiple measures or metrics in one statement (e.g., TCAP and CMAS, %P&A to MSS). Example: Trends are outdated (e.g., does not include most recent year).	Includes partially developed statements that consistently miss key elements (e.g., measure, metrics, trend direction, years, comparison point).	Consistently describes both positive and negative trends for performance, including key elements (e.g., measure, metric, trend direction, years, and comparison point) as appropriate for available n-counts.	
	Trend Analysis		Identifies trends that do not provide a clear picture of the school's data story.	Includes trends that are at the appropriate level of detail given the school's context.	
	Data Sources		Uses only one data source (e.g., CMAS, local interim assessment).	Includes multiple data sources with an explanation of the sources that were included or excluded for analysis.	

1 cont.

Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?
Applicable Plan Elements: Data Narrative, Notable Trends, Priority Performance Challenges

		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
Priority Performance Challenges (PPC)	Identification of PPCs	Does not identify PPCs or PPCs have significant issues. Example: PPCs focused on adult actions. Example: PPCs listed as needs or next steps.	Identifies PPCs focused on student performance, but not at the appropriate magnitude or lacks focus (e.g., five PPCs).	Identifies no more than three student-centered performance challenges describing strategic focus for school at the appropriate magnitude.	Includes a thorough and compelling data narrative that can be used as a model for other schools.
	Rationale		Provides a vague or weak rationale for prioritizing the PPCs.	Provides a rationale for prioritizing the PPCs.	
	Alignment to Trends		Includes a plausible PPC but lacks corresponding trend statements or any supporting data.	PPCs are aligned to trend analysis.	
	Address Indicators		Includes indicators that partially address where the system is not meeting expectations.	PPCs address indicators where system is not meeting expectations	
Additional Requirements for Some Schools in Data Narrative, Notable Trends, Priority Performance Challenges					
READ Act <i>For schools serving K-3</i>	K-3 Literacy Trends	Does not include trend data that considers K-3 literacy data.	Includes trend data on K-3 literacy, but it is incomplete or needs an adjustment	Includes trend data that considers K-3 literacy data.	Provides a thorough response to the program requirement that can be used as a model for other schools.
21st Century Community Learning Centers <i>For grantees</i>	Meetings (Context)	Does not include a description of how school leadership meet with 21st CCLC and out-of-school time staff.	Provides a vague or incomplete description of periodic meeting between school leadership, 21st CCLC and out-of-school time staff.	Includes a description of how school leadership periodically meet with 21st CCLC and out-of-school time staff.	
	Analysis of Student Needs (Trends, PPCs)	Does not include data analysis to meet needs of students through 21st CCLC activities.	Provide a vague or partial data analysis of student needs met through 21st CCLC activities.	Demonstrates that school conducted a data analysis about how to meet the needs of its students through 21st CCLC activities.	

1 cont.

Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?
Applicable Plan Elements: Data Narrative, Notable Trends, Priority Performance Challenges

		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
ESSA School Improvement – Comprehensive Schools and Targeted/ Additional Targeted¹ Schools	Variety of Stakeholders (Brief Description)	Does not include stakeholders in plan development.	Includes representatives from a few stakeholder groups partnered in the development (e.g., only 1 to 2 groups).	Includes evidence that all stakeholders (e.g., building leaders, teachers, parents, community members, district partners) were invited to participate and multiple representatives from various groups were involved in plan development.	Provides a thorough response to the program requirement that can be used as a model for other schools.
	Frequency of Involvement (Brief Description)	Does not include stakeholders in plan development.	Describes stakeholder involvement as a point in time opportunity for partnering in plan development.	Describes stakeholders as partners from beginning to the end of plan development, with multiple, ongoing opportunities across the planning period.	
	Meaningful Involvement (Brief Description)	Does not include stakeholders in plan development.	Describes minimal stakeholder roles in plan development.	Describes stakeholders as active partners in multiple aspects of plan development (e.g., collaborating on data review to identify trends, helping use data trends to prioritize improvement strategies).	
	ESSA Indicators (Trends)	Does not address ESSA indicators	Addresses performance on some but not all ESSA indicators.	Includes an explanation of the school’s current performance on each ESSA indicator (i.e., ELA and math achievement, ELA and math growth, English language proficiency for ELs, graduation rates for high schools, school quality and student success indicator) within school level needs assessment (e.g., trend statements).	
	Disaggregated Student Groups (Trends)	Does not disaggregate performance of all students and each of the disaggregated groups.	Provides analysis of some student groups.	Includes an explanation of the performance of all students and each disaggregated group (i.e., All students, English learners, Students who qualify for free or reduced meals, Students with disabilities, Students from major race and ethnic groups) within school level needs assessment (e.g., trend statements).	
	Prioritization (PPCs)	Does not use performance on ESSA indicators to select PPC(s).	Uses performance on some ESSA indicators to select PPC(s).	Uses performance on all ESSA indicators to select PPC(s) aligned to the reasons for identification under ESSA (i.e., for CS-Lowest 5% uses overall performance of all students and relevant disaggregated groups; and for CS-low Grad Rate, uses graduation rates).	

¹ LEAs may choose to document Targeted and Additional Targeted requirements outside of UIP. These criteria are included for LEAs that choose to document ESSA requirements in the UIP.

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 20px;">2</div> <div style="text-align: center;"> <p>Does the plan identify root causes which explain the magnitude of the performance challenges?</p> <p><i>Applicable Plan Elements: Data Narrative, Root Causes</i></p> </div> </div>					
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
Root Cause Analysis	Identification of RCs	Does not identify root causes or the root causes have significant issues. Example: Focus is not aimed at systems level, weak rationale, and no connection to performance challenges.	Selects root causes that do not fully meet definition (e.g., under control of school, aimed at the systems level, addresses underlying reason for student performance).	Identifies root causes that meet the definition (e.g., under control of school, aimed at the systems level, addresses underlying reason for student performance).	Includes a thorough and convincing root cause analysis that can be used as a model for other schools.
	RC Alignment with PPC and with MIS		Associates root cause(s) with PPC(s) but will not likely lead to its resolution or are so broad the resulting plan lacks focus.	Associates each root cause with at least one PPC that it has a likelihood of addressing and is deep enough that it provides enough focus for the resulting action plan.	
	Verification Process		Includes a vague or incomplete verification process (e.g., only one data source, lacks conclusion drawn from data analysis). May list same root cause for multiple years without progress or re-examination.	References multiple and current data sources (e.g. process data, perception data) used to select and verify root causes.	
	Root Cause Process		Describes the root cause process, but does not provide enough detail to fully understand the rationale or ensure inclusion of stakeholders.	Explains how root causes were identified, including stakeholder involvement.	
Additional Requirements for Some Schools in Root Cause Analysis					
Course Taking Analysis <i>For secondary schools. CDE will not check until TSDL collection is reopened.</i>	Analysis of course taking patterns	Does not include an analysis of course taking patterns by disaggregated groups.	Includes an analysis of student course taking patterns, but it is incomplete (e.g., does not examine by disaggregated groups).	Includes an analysis of student course taking patterns by disaggregated groups.	Provides a through response to the program requirement that can be used as a model for other schools.

Does the plan identify root causes which explain the magnitude of the performance challenges?

Applicable Plan Elements: Data Narrative, Root Causes

2 cont.

		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
ECE Needs Assessment (SB 17-103) <i>For elementary schools on clock</i>	<i>ECE Needs Assessment</i>	Does not include a reference to an Early Childhood needs assessment.	References a need assessment generally but does not provide an analysis of the needs assessment or summarize needs.	Describes an analysis of the needs assessment that considers the required elements ² and provides an indication of what the school is doing with the results.	Provides a thorough response to the program requirement that can be used as a model for other schools.
EASI Grant <i>For grantees (as appropriate for Exploration and Offered Services)</i>	Identification of Systems Needs of School	Does not reference analysis as a result of activities approved through the EASI application as expected.	Provides an incomplete or unconnected systems analysis as a result of exploration work through EASI grant participation.	Provides an integrated systems analysis as a result of exploration work through EASI grant participation.	
ESSA School Improvement -- Comprehensive Schools and Additional Targeted³ Schools <i>DRAFT: CDE is collecting feedback on this indicator.</i>	Identification of Resource Inequities	Does not describe how resource inequities are identified or the plan has significant issues.	Provides a partial plan for identifying resources inequities (e.g., addresses equity in resource distribution, but not equitable access to high quality teachers or rigorous content).	Describes a process for assessing and identifying resource inequities (e.g., disparities in per pupil expenditures, inequitable distribution of teachers, inequitable access to rigorous courses), including how inequities are defined and measured.	

² Required ECE needs assessment elements can be found at: http://www.cde.state.co.us/uip/implementing_sb17_103

³ LEAs may choose to document Targeted and Additional Targeted requirements outside of UIP. These criteria are included for LEAs that choose to document ESSA requirements in the UIP.

3
Does the plan identify evidence-based major improvement strategies that are likely to eliminate the root causes?
Applicable Plan Elements: Major Improvement Strategies

		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
Major Improvement Strategies	Evidence-Based Strategies	Does not identify major improvement strategies or the strategies have significant issues. Example: Rationale for selection, evidence base, alignment to root cause are missing and the overall strategy is weak.	Provides some evidence for the effectiveness of the selected MIS, but it is incomplete.	Identifies MIS that are evidence-based.	Identifies high leverage major improvement strategies that can be used as a model for other schools.
	Alignment to root causes		Offers a loose or incomplete connection between MIS and root causes. May list same MIS for multiple years without progress or re-examination.	Includes MIS that align and respond to identified root causes.	
	Strength of MIS		Identifies strategies that are broad and not achievable in two years. Provides a vague case for impacting student outcomes.	Identifies MIS that address the magnitude of the identified PPCs and have a likelihood of resolving the root cause(s).	
Additional Requirements for Some Schools in Major Improvement Strategies					
Accountability Clock Strategies <i>For schools on clock</i>	Likelihood of success	Lacks urgency and does not identify MIS that will result in adequate change in performance.	Provides an incomplete plan that has a loose connection to changing performance enough to exit the school from the accountability clock within a reasonable timeframe.	Conveys a sense of urgency and has a likelihood of resulting in adequate change in performance for the school to exit the accountability clock within a reasonable timeframe.	Provides a thorough response to the program requirement that can be used as a model for other schools.
	Turnaround strategy <i>For Turnaround</i>	Does not identify a state-required turnaround strategy or lacks detail on selected strategy.	Identifies a required turnaround strategy, but does not include detail in the action plan.	Identifies a state-required turnaround strategy and details within the action plan that are aligned to the needs identified in the data narrative.	

Does the plan identify evidence-based major improvement strategies that are likely to eliminate the root causes?

Applicable Plan Elements: Major Improvement Strategies

3 cont.

		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
ESSA School Improvement –Comprehensive Schools and Targeted/Additional Targeted ⁴ Schools	Aligned Strategies	Does not select Intervention(s) and/or strategies aligned with reasons for ESSA identification.	Identifies intervention(s) and/or strategies that may be aligned to reasons for ESSA identification, but plan does not provide an explicit connection.	Provides clear and explicit rationale for selecting the intervention(s) and/or strategy(s) aligned with reasons for identification.	Provides a thorough response to the program requirement that can be used as a model for other schools.
	Evidence-Based Interventions	Does not provide evidence for selected intervention(s)/ strategies that meets ESSA definition or criteria of EBI.	Provides evidence that meets some components of ESSA definition and criteria for EBI for selected intervention(s)/strategy(s).	Provides evidence that meets definition and all criteria for EBI for selected intervention(s)/strategy(s).	
	Contextual Fit	Does not address the contextual fit of selected intervention(s)/strategy(s).	Describes some of the contextual fit, but further evidence is necessary to ensure that the selected intervention(s)/strategy(s) fit.	Describes the contextual fit of the selected intervention(s)/strategy(s).	

⁴ LEAs may choose to document Targeted and Additional Targeted requirements outside of UIP. These criteria are included for LEAs that choose to document ESSA requirements in the UIP.

4		Does the plan present a well-designed plan for implementing the major improvement strategies to bring about dramatic improvement? <i>Applicable Plan Elements: Action Plan</i>			
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
Action Plans	Alignment to MIS	Does not include action steps or they are so limited that readers cannot understand what is needed for implementation of MIS.	Provides loose alignment between action steps and MIS.	Aligns action steps to MIS.	Identifies high leverage action steps that can be used as a model for other schools.
	Specific and Reasonable Action Steps		Describes theoretical activities and not specific tasks to achieve MIS; provides a sequence that is not logical.	Lists action steps that are thorough, attainable and can be completed within the designated time frame.	
	Two-Year Action Plan		Outlines an action plan that spans less than two years.	Guides plan implementation for at least two academic years.	
	Assigned Resources		Assigns some resources (e.g., personnel, funds) but at too broad a level to carry out actions.	Assigns adequate resources (e.g., personnel, funds) necessary to implement action steps.	
Additional Requirements for Some Schools in Action Steps					
Student Course Taking Report <i>For Secondary Schools CDE will not check until TSDL Collection reopens.</i>	Action to address Inequities in course taking patterns	Does not include action steps to address identified patterns of disparities in disaggregated groups taking challenging coursework.	Includes vague steps to address significant disparities in disaggregated groups taking challenging coursework, but it is not clear that those steps will have an impact.	Includes action steps to address identified patterns of significant disparities in disaggregated groups taking challenging coursework.	Provides a thorough response to the program requirement that can be used as a model for other schools.
Family Engagement Activities <i>For schools on clock</i>	Actions Promoting Family Engagement	Does not include action steps to increase parent engagement at school.	Mentions parent engagement strategies, but they are low impact and not aligned with PTA standards.	Includes high leverage action steps to increase parent engagement at the school that are aligned with PTA standards.	
READ Act <i>For schools serving K-3</i>	Strategies to Address K-3 Reading	Does not include strategies that address the K-3 students identified as having significant reading deficiencies.	Includes some reading strategies, but it is not evident that they will have meaningful impact for K-3 students identified as having significant reading deficiencies.	Includes strategies that address K-3 students identified as having significant reading deficiencies.	

<div style="background-color: #800080; color: white; padding: 10px; border-radius: 15px; display: inline-block;"> 4 </div> cont.		Does the plan present a well-designed plan for implementing the major improvement strategies to bring about dramatic improvement? <i>Applicable Plan Elements: Action Plan</i>			
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
21st Century Community Learning Centers <i>For grantees</i>	Program activities	Does not include action steps specific to 21st CCLC program activities.	Includes vague or limited action steps specific to 21st CCLC program activities that align to school's overall action plan.	Includes action steps specific to 21st CCLC program activities that align to school's overall action plan.	Provides a thorough response to the program requirement that can be used as a model for other schools.
	Family Engagement Strategies	Does not include action steps specific to 21st CCLC program family engagement and learning strategies.	Includes vague or limited action steps specific to 21st CCLC program family engagement and learning strategies that align with the school's action plan.	Includes action steps specific to 21st CCLC program family engagement and learning strategies that align with the school's action plan.	
	21st Century Learning Skills	Does not include action steps focused on 21st Century Learning Skills (e.g., STEM, Literacy).	Includes vague or limited action steps focused on 21st Century Learning Skills and provides a limited description about how 21st CCLC out-of-school program activities support and loosely align with action steps.	Includes action steps focused on 21st Century Learning Skills (e.g., STEM, Literacy) and provides a description about how 21st CCLC out-of-school program activities support and align with the action steps.	
EASI Grant <i>For grantees (District Design and Led and Offered Services as appropriate)</i>	Aligned Action Plan	Does not reference activities approved through the EASI application as expected.	Provides a vague or incomplete aligned with activities approved through the EASI grant.	Provides alignment with activities approved through the EASI grant.	
ESSA School Improvement -- Comprehensive Schools and Additional Targeted⁵ Schools <i>DRAFT: CDE is collecting feedback on this indicator.</i>	Strategies to Address Resource Inequities	Does not identify strategies to address identified resource inequities.	Selects some activities that address any identified resource inequities.	Selects actions that address all identified resource inequities (e.g., disparities in per pupil expenditures, inequitable distribution of teachers, inequitable access to rigorous courses).	

⁵ LEAs may choose to document Targeted and Additional Targeted requirements outside of UIP. These criteria are included for LEAs that choose to document ESSA requirements in the UIP.

5		Does the plan include elements to effectively monitor the impact and progress of the action plan? <i>Applicable Plan Elements: Targets, Interim Measures, Implementation Benchmarks</i>			
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
Performance Targets	Measures and Metrics	Does not include annual performance targets or is missing big sections (e.g., provides achievement but not graduation targets).	Lists targets that do not specify measures or do not specify metrics.	Specifies the measure (assessment method) and metric (standard of measurement).	Identifies a thorough progress monitoring plan that can be used as a model for other schools.
	Alignment to PPCs		Provides targets that are not aligned to identified PPCs.	Identifies targets that address PPC(s).	
	Quality of Target		Lists targets that are general and not likely to be attainable. The school will likely not meet state expectations in a reasonable timeframe.	Provides targets that are specific, ambitious, yet attainable. The timeframe is reasonable.	
Interim Measures	Measures and Metrics	No plan for checking student performance throughout school year or interim measures are off mark. Example: Measures reference system or adult behaviors.	Names interim measure but consistently lacks metrics.	Specifies interim measure that names student measure (assessment method) and metric (standard of measurement).	
	Alignment to Target		Lists interim measures with an inconsistent or unclear relationship to annual target.	Aligns interim measure to corresponding annual target.	
	Quality of Interim Measures		Lists interim measures but it is not clear student progress can be assessed more than once a school year or provides vague expectations for student progress.	Lists interim measures with a schedule that specifies expected student progress multiple times a year.	
Implementation on Benchmarks	Alignment to MIS	Does not include benchmarks to monitor implementation progress or benchmarks are off mark. Example: Written as targets or student performance expectations or action steps.	Lists implementation benchmark(s) without a clear relationship to the MIS.	Each MIS has at least one aligned implementation benchmark.	
	Quality of Implementation on Benchmarks		Includes implementation benchmarks that use a checklist approach, rather than assessing effectiveness. It may not be clear that implementation can be assessed or mid-course corrections made.	Provides benchmarks that enable staff to determine whether implementation of MIS are occurring in an effective manner and allows for mid-course adjustments that change practice.	

Does the plan include elements to effectively monitor the impact and progress of the action plan?

Applicable Plan Elements: Targets, Interim Measures, Implementation Benchmarks

5 cont.

	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
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Additional Requirements for Some Schools in Progress Monitoring

READ Act <i>For schools serving K-3</i>	READ Act Targets (SRD)	Does not specify target(s) for reducing number of students who have significant reading deficiencies.	Includes reading target(s), but does not focus on reducing number of students who have significant reading deficiencies.	Specifies target(s) for reducing number of students who have significant reading deficiencies.	Provides a thorough response to the program requirement that can be used as a model for other schools.
	READ Act Targets (Grade Level Expectations)	Does not specify target(s) to ensure that each student achieves grade level expectations in reading by end of grade 3.	Includes reading target(s), but does not ensure that each student achieves grade level expectations by end of grade 3.	Specifies target(s) to ensure that each student achieves grade level expectations in reading by end of grade 3.	
	READ Act Interim Assessments	Does not reference interim assessments that are aligned with K-3 literacy targets.	References interim assessments that are aligned with K-3 literacy targets in an incomplete way.	References interim assessments that are aligned with K-3 literacy targets.	
ESSA School Improvement -- Comprehensive Schools and Targeted/Additional Targeted⁶ Schools <i>DRAFT: CDE is collecting feedback on this indicator</i>	Monitoring Fidelity of Implementation	Does not include an implementation monitoring plan.	Shares an implementation plan but lacks some necessary components.	Shares a monitoring plan for tracking implementation and for determining if intervention(s)/strategy(s) are being implemented with fidelity.	
	Evaluation of impact	Does not include an evaluation plan.	Provides an evaluation plan but lacks some necessary components.	Provides an evaluation plan for assessing the impact of intervention(s)/strategy(s). Includes timeline and methods for determining if the school's performance has increased on ESSA indicators that resulted in the school's identification under ESSA.	
	Process for Adjustments	Does not include a process for making adjustments or modifications after evaluation have been conducted.	Shares a vague or incomplete process using evaluation results to drive adjustments or modifications.	Shares a process using evaluation results to make adjustments or modifications. Details include how any mid-course corrections will be made if desired outcomes are not reached.	

⁶ LEAs may choose to document Targeted and Additional Targeted requirements outside of UIP. These criteria are included for LEAs that choose to document ESSA requirements in the UIP.