

## 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.

Because of the pause on the 2019-20 state assessment system due to COVID-19, the state has placed a pause on the 2020-21 state accountability system. For additional information about the pause can be found [here](https://cde.state.co.us/uiip/resources). Additional guidance for improvement planning for the 2020-21 school year can be referenced here: [www.cde.state.co.us/uiip/resources](https://cde.state.co.us/uiip/resources). This document will continue to provide the foundation for planning expectations and the review of plans submitted to CDE.

### General Directions

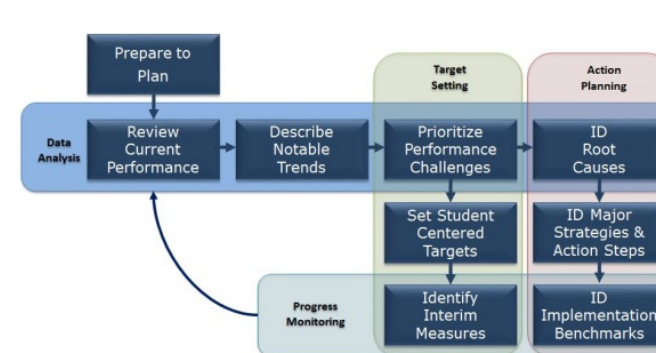
- Access the pre-populated report through the UIP Online System (<https://cdeapps.cde.state.co.us/index.html>) to determine the school’s unique accountability and program requirements.
- Examine the “Big Five” Guiding Questions, note their alignment with the UIP and determine which they need to address, 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:

- Investigate the most critical performance areas and prioritize the most urgent **performance challenges**?
- Identify **root causes** that explain the magnitude of the performance challenges?
- Identify evidence-based **major improvement strategies** that have likelihood to eliminate the root causes?
- Present a well-designed **action plan** for implementing the major improvement strategies to bring about dramatic improvement?
- 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.

## Crosswalk between the “Big Five,” Sections of the Planning Process and Tabs within the Online UIP

Big Five Question	Section of Planning Process (see flow map graphic)	UIP Online Tab	
		Main Tab	Sub Tab
<input type="radio"/> Does the plan investigate the most critical performance areas and prioritize the most urgent <b>performance challenges</b> ?	<ul style="list-style-type: none"> <li>Gather and Organize Data</li> <li>Review Performance</li> <li>Describe Notable Trends</li> <li>Prioritize Performance Challenges</li> </ul>	Section III: Data Narrative	<ul style="list-style-type: none"> <li>Brief Description</li> <li>Prior Year Targets</li> <li>Current Performance</li> <li>Trend Analysis</li> <li>Priority Performance Challenges</li> </ul>
<input type="radio"/> Does the plan identify <b>root causes</b> that explain the magnitude of performance challenges?	<ul style="list-style-type: none"> <li>Identify Root Causes</li> </ul>	Section III: Data Narrative	<ul style="list-style-type: none"> <li>Root Causes</li> </ul>
		Section IV: Action Plans	
<input type="radio"/> Does the plan identify evidenced-based <b>major improvement strategies</b> that are likely to eliminate the root causes?	<ul style="list-style-type: none"> <li>Identify Major Improvement Strategies</li> </ul>	Section IV: Action Plans	<ul style="list-style-type: none"> <li>Major Improvement Strategies</li> </ul>
<input type="radio"/> Does the UIP present a well-designed <b>action plan</b> for implementing the major improvement strategies to bring about dramatic improvement?	<ul style="list-style-type: none"> <li>Identify Major Improvement Strategies</li> <li>Identify Action Steps</li> </ul>	Section IV: Action Plans	<ul style="list-style-type: none"> <li>Major Improvement Strategies</li> <li>Planning Form</li> </ul>
<input type="radio"/> Does the plan include elements that effectively <b>monitor</b> the impact and <b>progress</b> of the action plan?	<ul style="list-style-type: none"> <li>Set Performance Targets</li> <li>Identify Interim Measures</li> <li>Identify Implementation Benchmarks</li> </ul>	Section IV: Action Plans	<ul style="list-style-type: none"> <li>School Target Setting</li> <li>Planning Form</li> </ul>

1		Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges? <i>Applicable Plan Elements: Data Narrative, Notable Trends, Priority Performance Challenges</i>			
		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 attainment of performance targets that provides a basis for the 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, disaggregated groups, trend direction, years, comparison point).	Consistently describes both positive and negative trends for performance, including key elements (e.g., measure, metric, disaggregated groups, 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.	
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 a limited number (e.g., 3 or less) student-centered performance challenges describing strategic focus for school at the appropriate magnitude.	
	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.	Priority Performance Challenges 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	

<div>1</div> <div>cont.</div>		<b>Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?</b> <i>Applicable Plan Elements: Data Narrative, Notable Trends, Priority Performance Challenges</i>			
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
Additional Requirements for Some Schools in Data Narrative, Notable Trends, Priority Performance Challenges					
<b>On Watch</b>	Sustained Improvement (Prior Targets)	No reflection on previous efforts	A vague reference to impacts from previous improvement efforts.	Reflection on improvement efforts demonstrate understanding of changes to support sustained or accelerated improvement.	Provides a thorough response to the program requirement that can be used as a model for other schools.
<b>Late on the clock</b> Year 4 or later	Prior year targets and previous efforts	Does not include a reference to previous efforts.	A general reference of efforts undertaken. Does not describe gaps in needs or insights from implementation.	Includes a description of previous actions to address identified challenges and their degree of effectiveness (e.g., successes, gaps). This may include required Turnaround actions.	
<b>EASI Grant</b> <i>For grantees within Exploration or Offered Services</i>	Integration of evaluation	Does not include reference to the diagnostic, planning or implementation efforts.	References that a diagnostic review implementation processes took place, but does not integrate results into the plan.	Includes updates to the data narrative based on the results of the diagnostic review, pathway planning or pathway implementation process.	
<b>READ Act</b> <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.	Describes current K-3 literacy performance – inclusive of READ Act assessment data. Data are disaggregated by grade level when reportable.	
	Previous Performance Targets	Does not include previous year's K-3 literacy performance targets specific to identified READ Act assessment.	Includes previous year's K-3 literacy performance targets specific to identified READ Act assessment.	Describes previous year's K-3 literacy performance targets specific to identified READ Act assessment. Data are disaggregated by grade level, by students who have significant reading deficiencies, and by students that achieved grade level expectations in reading when reportable.	
<b>Comprehensive Early Literacy Grant</b>	Current Performance	Does not include current K-3 literacy performance data and/or does not identify the READ Act assessment.	Describes current K-3 literacy performance – inclusive of READ Act assessment data, but description is incomplete or needs adjustment.	Describes current K-3 literacy performance – inclusive of READ Act assessment data. Data are disaggregated by grade level and reflected upon the ELG funding goal criteria.	
	Prior year ELG Goals and previous efforts (Trends)		Includes reflection and identifies trends related to all three goals designated within the ELG as well as the Literacy Evaluation Tool, but information is incomplete, needs adjustment, and/or lacks reflection.	Includes reflection and identifies trends related to all three goals designated within the ELG as well as the Literacy Evaluation Tool.	

<div>1</div> <div>cont.</div>		<b>Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?</b> <i>Applicable Plan Elements: Data Narrative, Notable Trends, Priority Performance Challenges</i>			
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
<b>21st Century Community Learning Centers</b> <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.	
<b>ESSA School Improvement – Comprehensive Schools and Targeted/Additional Targeted<sup>1</sup> Schools</b>	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).	

<sup>1</sup> 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>1</div> <div>cont.</div>		<b>Does the plan investigate the most critical performance areas and prioritize the most urgent performance challenges?</b> <i>Applicable Plan Elements: Data Narrative, Notable Trends, Priority Performance Challenges</i>			
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
	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).	
<b>Title I Schoolwide Program</b> (if documenting Schoolwide requirements in UIP)	Stakeholder Engagement	Does not include stakeholders in plan development.	Describes minimal stakeholder roles in plan development.	Provides a description of how stakeholders (e.g., school leaders, teachers, parents) were involved in the development of the plan.	Provides a thorough response to the program requirement that can be used as a model for other schools.
	Needs Assessment	Does not include outcomes of the needs assessment or a description of the data sources used.	Includes an analysis of some student groups' strengths and needs, but does not show a clear summary of priorities that will be addressed in the plan.	Provides the outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan. For more information on Schoolwide requirements, see the <a href="#">Program Plan Requirements and Rubric</a> .	

2		Does the plan identify root causes which explain the magnitude of the performance challenges? <i>Applicable Plan Elements: Data Narrative, Root Causes</i>			
		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 has a likelihood of addressing and is specific 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 and the rationale for selecting a root cause.	
Additional Requirements for Some Schools in Root Cause Analysis					
Late on the clock Year 4 or later	Reassessment of RCs Over Time	Root causes are problematic and do not address past CDE feedback.	Refers to the same root cause as in previous plans without critical re-examination. The description does not fully respond to past CDE feedback.	Root cause analysis reflects a current examination of causes.	
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 thorough response to the program requirement that can be used as a model for other schools.

<div>2</div> <div>cont.</div>		<b>Does the plan identify root causes which explain the magnitude of the performance challenges?</b> <i>Applicable Plan Elements: Data Narrative, Root Causes</i>			
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
<b>Early Learning Needs Assessment</b> <i>For K-3 serving schools on clock</i>	<i>Early Learning 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 and provides an indication of what the school is doing with the results. Additional resources for meeting this requirement can be found: <a href="http://www.cde.state.co.us/early/elna">http://www.cde.state.co.us/early/elna</a>	Provides a thorough response to the program requirement that can be used as a model for other schools.
<b>EASI Grant</b> <i>For grantees within Exploration or 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 diagnostic processes through EASI grant participation.	Provides an integrated systems analysis as a result of exploration work through EASI grant participation. Process and perception data are leveraged in the validation of root causes.	
<b>ESSA School Improvement – Comprehensive Schools and Additional Targeted<sup>2</sup> Schools</b>	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.	

<sup>2</sup> 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? <i>Applicable Plan Elements: Major Improvement Strategies</i>			
		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 or rationale for the effectiveness of the selected Major Improvement Strategies, but it is incomplete.	Identifies strategies that are clearly defined, evidence-based and provides rationale for why this strategy is a good fit for this school.	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 strategies 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 strategies that address the magnitude of the identified Performance Challenges 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.
	Late on the clock: After SBE Action	Does not include strategies that reflect state board directed action.	Provides a vague description of how school will implement state board directed action.	Includes strategies that are aligned with state board directed action. If applicable, provides a clear role for external partners in the description of the major improvement strategy.	
	Year 4 Description of Potential Pathway	Does not include a description of pathways exploration.	Provides an incomplete analysis of the school and district’s pathways exploration.	Provides a full description of the school and district’s exploration of all potential pathways. This includes identification of a preferred pathway and a rationale for why each option has potential to work or not.	
	Turnaround strategy <i>For Turnaround Plan Type</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.	

<div>3</div> <div>cont.</div>		<b>Does the plan identify evidence-based major improvement strategies that are likely to eliminate the root causes?</b> <i>Applicable Plan Elements: Major Improvement Strategies</i>			
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
<b>ESSA School Improvement</b> – <b>Comprehensive Schools and Targeted/ Additional Targeted<sup>3</sup> Schools</b>	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).	

<sup>3</sup> 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 Major Improvement Strategies.	Identifies high leverage action steps that can be used as a model for other schools.
	Specific and Reasonable Action Steps		Describes theoretical activities or ongoing activities rather than specific tasks needed 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					
On Watch	Sustained Improvement	There is little or loose connection to previous improvement efforts.	Actions reflect a general theme from previous improvement efforts.	Action steps reflect alignment and urgency building upon previous improvement efforts that moved the school off the clock.	Identifies high leverage action steps 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.	
Comprehensive Early Literacy Grant	Strategies to Address Evidence Based Reading	Does not identify reading strategies currently implemented through ELG to address K-3 reading outcomes.	Identifies reading strategies currently implemented through ELG to address K-3 reading outcomes, but does not provide evidence that strategies will have meaningful impact and/or were not aligned to areas identified as opportunities within the literacy evaluation tool.	Identifies reading strategies currently implemented through ELG to address K-3 reading outcomes, provides evidence that strategies will have meaningful impact, and aligns to areas identified as opportunities within the literacy evaluation tool.	

<div>4</div> <div>cont.</div>		<b>Does the plan present a well-designed plan for implementing the major improvement strategies to bring about dramatic improvement?</b> <i>Applicable Plan Elements: Action Plan</i>			
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
<b>Student Course Taking Report</b>	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.	
<b>21st Century Community Learning Centers</b> <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.	
<b>EASI Grant</b> <i>For grantees within District Design and Led and Offered Services</i>	Aligned Action Plan	Does not reference activities approved through the EASI application as expected.	Action steps provide a vague or incomplete alignment with activities approved through the EASI grant.	Action steps describe alignment with activities approved through the EASI grant.	
<b>ESSA School Improvement Comprehensive Schools and Additional Targeted<sup>4</sup> Schools</b>	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).	

<sup>4</sup> 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>4</div> <div>cont.</div>		<b>Does the plan present a well-designed plan for implementing the major improvement strategies to bring about dramatic improvement?</b> <i>Applicable Plan Elements: Action Plan</i>			
		Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Meets Expectations at a High Level
<b>Title I Schoolwide Program</b> (if documenting schoolwide requirements in UIP)	Focus on entire educational program	Action steps do not demonstrate a focus on the entire educational program.	Action steps demonstrate some alignment to the strategies to upgrade the entire educational program.	Action steps describe the strategies the school will use to upgrade the entire educational program to improve the achievement of the lowest-achieving students.	Provides a thorough response to the program requirement that can be used as a model for other schools.
	Timeline	Action steps do not include detail on how and when strategies will be implemented.	Action steps provide some description of how and when, but the steps are incomplete or vague.	Actions steps include a description of how and when the strategies will be implemented.	
	Alignment to CNA	Does not identify actions to address the comprehensive needs assessment.	There is not a clear connection between the action steps and the areas identified in the comprehensive needs assessment.	Action steps address areas identified in the comprehensive needs assessment.	
	Focus on Standards, Strategies and Student Needs	Does not identify action steps related to Schoolwide expectations.	Action steps provide a loose or vague connection to standards, strategies, and the needs of all students.	Action steps describe how strategies will: <ul style="list-style-type: none"> <li>• Provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;</li> <li>• Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</li> <li>• Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</li> </ul> Note: See <a href="#">schoolwide guidance</a> on activities that are allowable under the Schoolwide Program. For more information on Schoolwide requirements, see the <a href="#">Program Plan Requirements and Rubric</a> .	

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 Priority Performance Challenges.	Identifies targets that address Priority Performance Challenges.	
	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 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 Major Improvement Strategy.	Each Major Improvement Strategy has at least one aligned implementation benchmark.	
	Quality of Implementation 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 strategies is occurring in an effective manner and allows for mid-course adjustments that change practice.	

<div>5</div> <div>cont.</div>		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
Additional Requirements for Some Schools in Progress Monitoring					
<b>READ Act</b> <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.	
<b>Comprehensive Early Literacy Grant</b>	ELG Funding Target (K-3 Reduction of SRD)	Does not include any targets for reducing number of students with significant reading deficiencies.	Includes a target, but it does not focus on reducing number of students with significant reading deficiencies and/or does not include an above or well-above goal using the identified READ Act assessment.	Includes an above or well-above target for reducing number of students with significant reading deficiencies in K-3 using the identified READ Act assessment.	
	ELG Funding Target (Grade Level Expectations)	Does not include targets to ensure each student achieves grade level expectations by end of grade 3.	Includes target to ensure each student achieves grade level expectations by end of grade 3, but does not establish above or well above trajectory.	Includes target to ensure each student achieves grade level expectations by end of grade 3 with an above or well-above trajectory to ensure ambitious, but attainable results.	
	ELG Funding Target (Growth)	Does not include targets for moving students in below or well below category up a tier by end of year in K-3.	Includes target for moving students in below or well below category up a tier by end of year in K-3 on the identified READ Act assessment, but this is incomplete or needs adjustment.	Includes target for moving students in below or well below category up a tier by end of year in K-3 on the identified READ Act assessment.	
<b>EASI Grant</b> <i>For grantees within District Design, Led, Offered Services</i>	Evaluation plan	There is no implementation monitoring plan of approved EASI activities.	Implementation benchmarks provide a vague or incomplete strategy to monitor activities approved through the EASI grant.	Includes implementation benchmarks that describe how the school will monitor implementation of activities approved in the EASI grant.	

<div>5</div> <div>cont.</div>		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
<b>ESSA School Improvement</b> -- <b>Comprehensive Schools and Targeted/Additional Targeted<sup>5</sup> Schools</b>	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.	Provides a thorough response to the program requirement that can be used as a model for other schools.
	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.	
<b>Title I Schoolwide Program</b> (if documenting schoolwide requirements in UIP)	Evaluation of Impact	Does not include a plan to evaluate the implementation of the schoolwide program.	Includes a vague or incomplete plan for how the school will evaluate implementation of the schoolwide program.	Describes how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards.	
	Process for Adjustments	Does not include a description of how the school will revise the plan.	Includes a vague or incomplete process to revise the plan as necessary to ensure continuous improvement.	Describes how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program. For more information on Schoolwide requirements, see the <a href="#">Program Plan Requirements and Rubric</a> .	

<sup>5</sup> 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.