**COLORADO**
Department of Education

# Streamlined UIP Quality Criteria: School-Level
## *Rubric for ESSA-Identified Schools (CS, TS, ATS)*

| Assurances within the Online UIP | | |
|---|---|---|
| **Who must address this requirement?** | **Topic** | **Criteria** |
| **DATA ANALYSIS** | | |
| **ALL** | **Data Analysis** (CS) | The Unified Improvement Plan is the result of thorough data analysis. <br> ● Data was analyzed from both local and state sources. <br> ● Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. <br> ● Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators). |
| **STAKEHOLDER INVOLVEMENT** | | |
| **ALL** | **Stakeholder Input on Plan Development** (CS) | The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC). |
| (CS) (TS) (A-TS) | **Stakeholder Awareness** <br><br> *ESSA School Improvement* | Stakeholders were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification. |

***NOTE:*** LEAs are required to ensure that these assurances are carried out at the school level. Evidence is provided through the ESEA Consolidated Application and during the ESEA Monitoring Process. For more information, see Federal Program Requirements.

| 1 | Does the plan identify high-leverage performance priorities and targets? | | | |
|---|---|---|---|---|
| **Who must address this requirement?** | **Topic** | **Meets Expectations** | **Partially Meets** | **Does Not Meet** |
| **STUDENT PERFORMANCE PRIORITIES** | | | | |
| CS TS A-TS | **Address Indicators**<br><br>*ESSA School Improvement* | The plan clearly and explicitly aligns at least one Student Performance Priority to reasons for ESSA identification:<br>● Graduation Rate (Comprehensive Support - Low Graduation)<br>● Overall Performance (Comprehensive Support - Lowest 5%)<br>● Performance of Specific Student Group (Targeted or Additional Targeted Support)<br>● Participation Rate | The plan loosely aligns at least one Student Performance Priority to reasons for ESSA Identification, but the alignment is not yet clear or explicit. | The plan does not align any of the Student Performance Priorities to reasons for ESSA Identification. |
| *Evidence & Rationale for Prioritization* | | | | |
| CS TS A-TS | **Rationale for Prioritization**<br><br>*ESSA School Improvement* | The rationale describes how at least one target was selected because of the specific reason for ESSA identification (i.e., Graduation Rate, Overall Performance, Participation Rate, Performance of Specific Student Group) | The plan provides a vague or weak rationale for prioritizing the Student Performance Priorities (SPPs) identified. | The plan does not provide any rationale for the selection of the SPPs. |

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| **Who must address this requirement?** | **Topic** | **Meets Expectations** | **Partially Meets** | **Does Not Meet** |
| **TARGET SETTING** | | | | |
| **ALL** | **Quality of Target** CS | The plan sets ambitious, attainable targets that align to the Student Performance Priorities (SPPs). Where possible, targets are set using the same measure as the SPP (e.g., if the SPP is focused on SAT mean scale score, target is focused on SAT mean scale score). | The plan lists targets that are loosely aligned to the SPPs, overly general, and/or unlikely to be attainable. The school will likely not meet state and/or federal expectations in a reasonable timeframe. | The plan does not include annual performance targets, omits targets for key indicators (e.g., provides achievement but not graduation targets), or does not align to the SPPs. |
| **Interim Targets** | | | | |
| **ALL** | **Alignment to Annual Target** CS | The plan identifies Interim Targets that are aligned to an Annual Target to assess the impact of the Major Improvement Strategies on student performance during the year. | The plan provides Interim Targets with an inconsistent or unclear relationship to annual target. | The plan does not include Interim Targets to monitor student performance progress, or Interim Targets are written as Implementation Milestones, or action steps. |
| | **Quality of Interim Targets** CS | Interim Targets specify expected student progress more than once during the year. | Interim Targets specify expected student progress only once during the year. | The plan does not include Interim Targets. |

| **②** | Does the plan focus on evidence-based strategies to resolve systemic root causes and drive improvement on identified priorities? | | |
|---|---|---|---|
| **Who must address this requirement?** | **Topic** | **Meets Expectations** | **Partially Meets Expectations** | **Does Not Meet Expectations** |
| **ROOT CAUSES** | | | | |
| CS A-TS | **Identification of Resource Inequities**<br><br>*ESSA School Improvement* | The plan describes the process used to review the school's resource allocations (e.g., instructional time, early interventions, teacher quality, family engagement, professional development) and identify potential inequities. | The plan provides some information regarding the process used or identifying resources inequities, but it is not clear that the process will allow the site to identify all sources of inequity in resource allocations. | The plan does not describe a process used by the school to review resource allocations or identify potential inequities. |
| **MAJOR IMPROVEMENT STRATEGIES** | | | | |
| **ALL** | **Evidence-Base**<br><br>CS | The plan provides a clear rationale for the selection of Major Improvement Strategies, including the evidence-base for the strategy. This may include an explanation of why the strategy is a good fit for the school's context, identified needs, student population, and staff capacity. | The plan provides some evidence or rationale for the selection of the Major Improvement strategy, however, the rationale may be incomplete or the evidence-based strategy may be mis-aligned to the school context. | The plan does not include the evidence-base or rationale for the selected Major Improvement Strategy. |

| 3 | Does the plan outline a coherent approach to implementation and adjustment of the identified strategies? | | | |
|---|---|---|---|---|
| Who must address this requirement? | Topic | Meets Expectations | Partially Meets Expectations | Does Not Meet Expectations |
| **IMPLEMENTATION MILESTONES** | | | | |
| ALL | **Quality of Implementation Milestones** (CS) | Implementation Milestones for each Major Improvement Strategy enable staff to determine whether implementation of strategies is occurring in an effective manner. | The Implementation Milestones are only partially developed or may not allow the school to systemically assess the implementation of the major improvement strategies throughout the course of the school year. | The plan does not include Implementation Milestones to monitor implementation progress, or milestones are written as annual targets, Interim targets, or action steps. |
| **ACTION PLAN** | | | | |
| ALL | **Progress Monitoring in Action Plan** (CS) | The plan includes Action Steps dedicated to monitoring plan implementation and impact (i.e., by reflecting on Implementation Milestones and Interim Targets to identify needed implementation adjustments). | The plan may include 1-2 Action Steps aimed at monitoring plan implementation, but it is not clear that this will be adequate to enable the team to meaningfully gauge progress or make necessary mid-course corrections. | The plan does not include any Action Steps aimed at monitoring plan implementation. |
| (CS) (A-TS) | **Actions to Address Resource Inequities** | The Action Plan outlines how any resource inequities identified in the Root Cause analysis will be addressed. | The Action Plan partially addresses the resource inequities identified in the Root Cause analysis. | The Action Plan does not address any identified resource inequities identified in the Root Cause analysis. |