Continuous Improvement Process
Criteria and Rubric

Wisconsin Department of Public Instruction

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Adapted from the Ohio Department of Education

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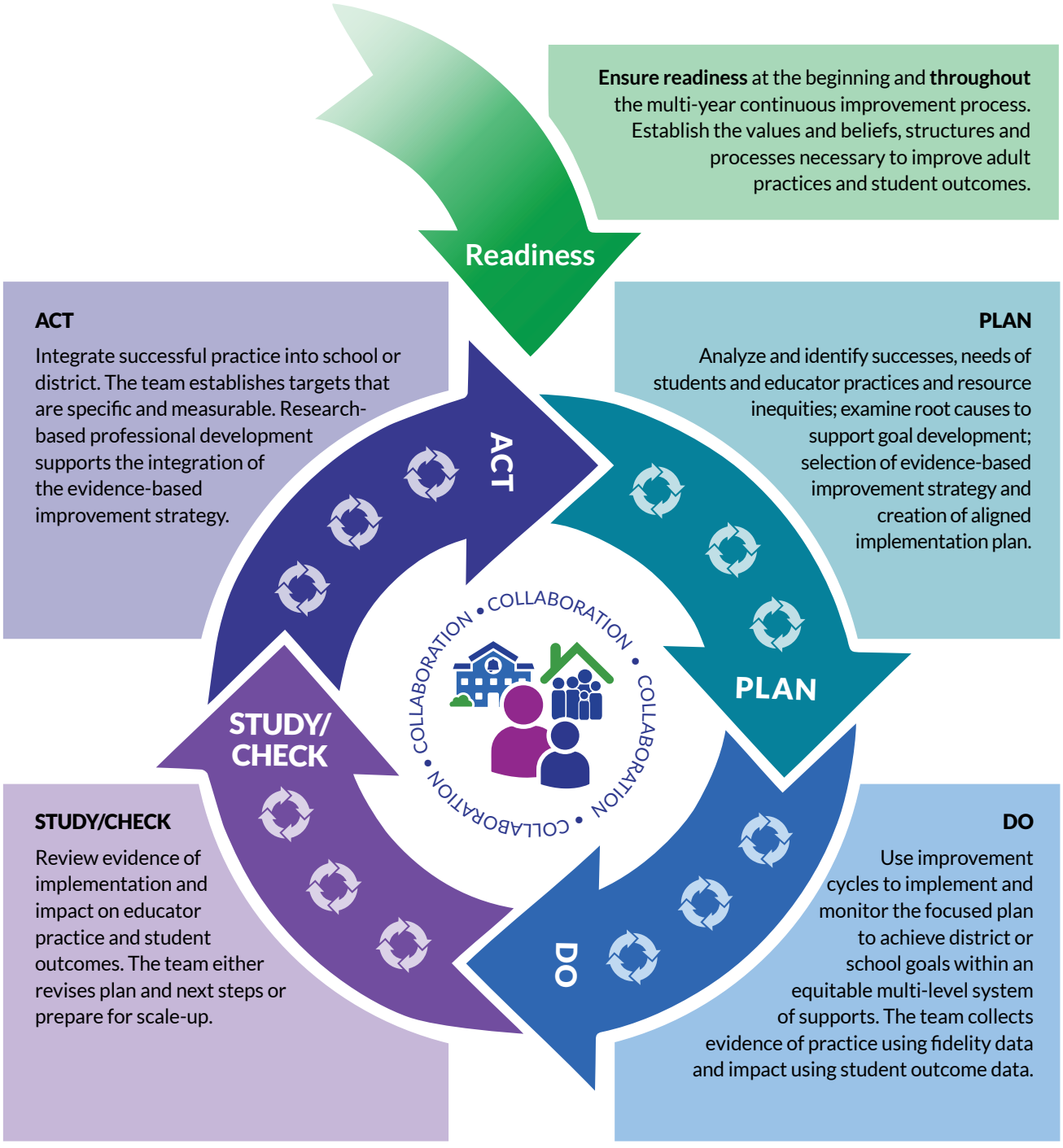
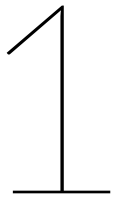
Continuous Improvement Process



Introduction



This document reflects years of collective expertise and research about what works to lead for equity: to build educational systems and align educator practices in service to *each and every student, college and career ready*. It explains the *why, and what to do* to engage in continuous improvement to improve outcomes for all students or for specific student groups – for example, students who have been historically marginalized like students of color, students with disabilities, English Learners, and students whose family income qualifies for free and reduced-price meals.

This document synthesizes common understanding of continuous improvement as an ongoing, data-driven process in which learning organizations deliberately and strategically collaborate to understand and replicate successes, and plan for and address areas of concern. When implemented effectively, the continuous improvement process culminates in long-term, embedded, positive change and progress in the school or district, thereby improving student outcomes (Wisconsin Department of Public Instruction 2016, 6). This document reflects ideas familiar in school improvement models in that it relies heavily on a deep understanding of student needs and the careful measurement of student outcomes. It contains ideas different from some school improvement models in that it places equal emphasis on understanding the policies and instructional practices associated with student outcomes, and leverages the adults in the system to make changes that are measurable to affect student outcomes. Further, it incorporates principles of implementation science and related tools and resources.

When implemented effectively, the continuous improvement process culminates in long-term, embedded, positive change and progress in the school or district, thereby improving student outcomes.

Continuous improvement is an ongoing cycle through readiness, plan, do, study/check, and act. At the beginning and throughout the continuous improvement process, teams **ensure readiness** by establishing and reviewing vision, mission, values, and beliefs. Teams also establish and review structures and processes necessary to improve educator practices and student outcomes. Teams then **plan** by identifying successes and needs of students and educator practices and planning to address those needs. **Do** reflects the work of the team using improvement cycles to implement and monitor the plan to achieve district or school goals. During this step, teams also monitor evidence of fidelity of implementation. During **study/check**, teams continue to review evidence of implementation and review changes in educator practice and student outcomes.

The team either revises their plan and next steps or they prepare for scale-up. Teams integrate successful changes into the school or district and plan for sustainability during **act**. The process is cyclical – "continuous improvement is an ongoing effort to improve a framework, process, program, and innovation and requires an organizational commitment to continual learning, self-reflection, adaptation, and growth." (Wisconsin Department of Public Instruction 2017, 9)

The continuous improvement process is content-neutral and describes the processes necessary to implement and sustain educational change. Continuous improvement of specific strategies or practices (i.e. a second grade reading intervention for students with IEPs) are best situated within a larger system of supports designed to ensure the success of every learner while accelerating growth of students who are not yet benefitting from educator practice. Wisconsin's Framework for Equitable Multi Level Systems of Supports articulates the key features of a system that supports all learners (Wisconsin Department of Public Instruction 2017, 9). Within this framework, the continuous improvement of specific strategies based on assessed needs are aligned with one another as well as to the larger vision and mission of the school or district. The continuous improvement process can also be used to inform the strength, fidelity, and sustainability of the features within the larger multi level system of supports. In this way, continuous improvement can be used when implementing targeted, specific strategies as well as large-scale systems change.

Purposes of the Criteria and Rubric:

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This document identifies the criteria necessary for success within continuous improvement. When localized and implemented with fidelity, these criteria, taken together, increase the likelihood of Wisconsin schools and districts realizing and sustaining improved outcomes for learners. This tool, then, is for any team interested in beginning – or assessing their current efforts related to – continuous improvement.

This is not a how-to guide – for tools and resources to use during continuous improvement please contact your CESA's TA Network contact. Neither does this provide the rationale for continuous improvement. Instead, this document provides districts and schools with what to do during continuous improvement.

On page 6, there is a key to identify criteria required under Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) for schools and districts identified for improvement. Schools and districts, whether just beginning continuous improvement or already engaged in continuous improvement using localized tools and resources, can use the key to ensure that their continuous improvement efforts include the minimum compliance requirements of the applicable areas of federal law. By engaging in best practice related to continuous improvement, schools and districts will fulfill legal requirements under ESSA and IDEA – no additional, stand-alone plans required.

In addition, districts may engage in continuous improvement aligned to this rubric to meet related obligations under ESSA, Titles IIA and III.

By engaging in best practice related to continuous improvement, schools and districts will fulfill legal requirements under ESSA and IDEA – no additional, stand-alone plans required.

Notes on the Term "Team" in the Criteria and Rubric

Sustainable change relies on stakeholders working together and holding each other accountable toward a shared goal of success for every learner. "Team" refers to either a district-level or building-level team responsible for continuous improvement. It may be a leadership team or a team already established within your equitable multi level system of supports – or a team pulled together for the specific purpose of improving outcomes for specific student groups. It could be, but usually isn't, a PLC.

Teams that reflect the full diversity – racial, socio-economic, language, disability status, family structure, etc. – of the students served by the district or school are strong teams. Suggested members of a district team include the district administrator, program directors and supervisors, building administrators, special and general educators, and family and community members. Suggested members of a school team include the building administrator(s), special and general educators, teacher leaders, non-certified staff, family and community stakeholders and central office/district team liaison.

Specific groups to be included for all schools identified under ESSA for targeted or comprehensive supports must, at a minimum, include:

- Teachers, including those for general and special education, and English learners;
- School administrators;
- Other school staff;
- Students (if age-appropriate); and
- Families (must include representatives of specific student groups present in the school).

In addition, groups may also need to be included depending on local context:

- Community health organizations;
- Community-based organizations, including early childhood programs and providers and libraries;
- Neighborhood representatives, including neighboring and local businesses;
- Local and relevant environmental organizations;
- Tribal Government representatives:
  - Tribal Chairs or Presidents (or their designees), Tribal Council representatives
  - Tribal Education Directors and staff;
- Government entities, including state agencies, counties, and municipalities;
- Adjunct school services such as before and after school child care providers and community recreation centers;
- Relevant institutions of higher education;
- Workforce investment boards and other job-related agencies; and
- Faith-based communities.

(Wisconsin Department of Public Instruction 2018, 50-1)

Schools identified under ESSA for targeted or comprehensive support must include specific groups.

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Rubrics

Tips for Using Rubric

The following rubric captures research related to continuous improvement and school improvement by listing the criteria and describing levels of quality from beginning to exemplary. The rubric is intended to help educators develop understanding and skill, as well as make dependable judgments about the quality of their continuous improvement work. The rubric will be used to monitor districts and schools identified for improvement through ongoing feedback about progress toward standards and in meeting requirements as identified in the key below, and used throughout the rubric.

A second key is provided that identifies the key system features of an Equitable Multi Level System of Supports that are aligned to and can be leveraged to support your efforts within each of the rubric items.

Key:

Schools identified for **comprehensive support and improvement (CSI)** under the Every Student Succeeds Act	C
Schools identified for **targeted support and improvement, (TSI)** including **additional targeted support and improvement (ATSI)** under the Every Student Succeeds Act	T
Districts identified with **racial disproportionality** in special education under the Individuals with Disabilities Education Act	D
Districts identified as **Needing Assistance** (2 years), **Needing Intervention, or Needing Substantial Intervention** under the Individuals with Disabilities Education Act	N
Exit criteria* requirements for schools identified for **comprehensive support and improvement (CSI)** under the Every Student Succeeds Act	C
Exit criteria* requirements for schools identified for **additional targeted support and improvement (ATSI)** under the Every Student Succeeds Act	A

*For more information on exit criteria, please see ESSA Identification Exit Scenarios

Equitable MLSS Key System Features

1. Equity
2. High Quality Instruction
3. Strategic Use of Data
4. Collaboration
5. Family and Community Engagement
6. Continuum of Supports
7. Strong Universal Level
8. Systemic Implementation
9. Strong Shared Leadership
10. Positive Culture
11. Evidence Based Practices

Readiness

RI	1,3,5,8,9,10
Criterion	***Shared mission and vision that are grounded in equitable outcomes for all students.***
Beginning	Vision and mission are identified but not reflected in the work to ensure positive outcomes for all students.
Developing	Work is partially or inconsistently aligned to the vision and mission. The vision and mission are used inconsistently to guide decisions that impact students.
Accomplished	The mission and vision are defined and focused on educational equity. Work is aligned to achieving the vision and mission.
Exemplary	The mission and vision are defined and focused on educational equity. Work is aligned to achieving the vision and mission. Regularly, the team collects and analyzes educator practice and student outcome data to ensure that decisions are aligned to the vision and mission. Regularly, the team ensures that all members of the community can access the mission and vision in their native language and see themselves in them.

R2	1,3,5,8,9,10
Criterion	***Shared values (collective commitments), and beliefs are grounded in equitable outcomes for all students.***
Beginning	Values and beliefs are identified, may or may not be in writing.
Developing	Work is partially or inconsistently aligned to values and beliefs. The values and beliefs are used inconsistently to guide decisions that impact students.
Accomplished	Values and beliefs explicitly articulate need to accelerate growth for students who have not yet benefited from educator practices. Work is aligned to the values and beliefs. The values and beliefs are used to guide decisions that impact students.
Exemplary	Values and beliefs explicitly articulate need to accelerate growth for students who have not yet benefited from educator practice. Work is aligned to the values and beliefs. Regularly, the team collects and analyzes educator practice and student outcome data to ensure that decisions are aligned to the values and beliefs. Regularly, the team ensures that all members of the community can access the values and beliefs in their native language and see themselves in them.

READINESS:
Ensure readiness *at the beginning and* **throughout** *the multi-year continuous improvement process. Establish the values and beliefs, structures and processes necessary to improve adult practices and student outcomes.*

R3	4,5 C
Criterion	***The team represents diverse stakeholders, has regularly scheduled meetings and all team members participate.***
Beginning	Less than 25% of team members participate on the team with little/no stakeholder representatives or participants are present but lack engagement. Meetings are rarely held or not at all.
Developing	26-50% of team members participate on the team with few stakeholder representatives or participants are present and engagement is active or passive based on level of interest. Meetings are scheduled but held occasionally.
Accomplished	Stakeholders include representation of student population and students who have been historically/are currently marginalized. 51-89% of team members participate on the team and participants are present and engaged by asking thoughtful questions and responding to comments. Meetings are held according to the prescribed schedule.
Exemplary	Stakeholders include representation of student population and students who have been historically/are currently marginalized. 90-100% of team members participate on the team and participants are present and engaged by asking thoughtful questions and responding to comments. Meetings are held according to the prescribed schedule.

R4	4,8,9 C
Criterion	***Team works in collaboration.***
Beginning	Team does not have norms for working together. Roles or responsibilities are not defined.
Developing	Team has norms for working together, but the team does not refer to the norms in meetings or have crucial conversations when norms are not observed. Roles or responsibilities are defined but lack clarity.
Accomplished	Team has norms for working together, and the team refers to the norms during meetings. However, the team does not consistently use a process for crucial conversations when norms are not observed. Roles and responsibilities are clearly defined.
Exemplary	Team has norms for working together, refers to them within meetings, and consistently uses process for crucial conversations when norms are not observed. Roles and responsibilities are clearly defined and regularly refined through a collective/collaborative process. A linked team structure (i.e., district team, school team, teacher team) is used for communication and decision-making.

(Tuckman 1965)

R5	1,4,9
Criterion	***Team meetings are purposeful. (See page 4 for team description.)***
Beginning	Agendas are not provided during or in advance of the meeting. Team has no clear protocols. Participants do not come prepared.
Developing	Agendas are used but may not be provided in advance of the meeting. Agenda topics are not purposeful or mostly updates. Team inconsistently uses protocols. Individuals generally come prepared.
Accomplished	Agendas are used but may not be provided in advance of the meeting. Agenda topics are purposeful, focused on accelerating growth of students who have not yet benefited from educator practice, with minimal updates. Teams consistently use protocols. Individuals come to meetings prepared..
Exemplary	Agendas are used and provided in advance of the meeting. Agenda topics are purposeful, focused on accelerating growth of students who have not yet benefited from educator practice, with minimal updates. Team consistently uses protocols. Individuals come to meetings prepared.

R6	4,8,9
Criterion	***Team has a communication structure and protocol.***
Beginning	Team informally communicates with participants.
Developing	Team communicates with participants using formal means (e.g., shared files, project management system, regular updates).
Accomplished	Team communicates with participants using formal means (e.g., shared files, project management system, regular updates). Team communication protocols are written (e.g., team charter, workgroup rules, agreements) and new participants are trained on the protocols.
Exemplary	Team communicates with participants using formal means (e.g., shared files, project management system, regular updates). Team communication protocols are written (e.g., team charter, workgroup rules, agreements) and new participants are trained on the protocols. Team has – and regularly uses – process and procedures for formally communicating their work within and across the system (district and building, horizontally and vertically, internal and external stakeholders in native languages, etc.) and new participants are trained on the protocols.

R7	1,3 C D N C A
Criterion	***Team has systems and processes to use data.***
Beginning	Team does not have access to necessary data. Team is unaware of data privacy needs. Team is unfamiliar with how to read and understand the data.
Developing	Team has access to data for all relevant student groups (disaggregated by economic, ability, homeless, and English language status plus race/ethnicity), including linguistically and culturally appropriate assessment data and student ELP assessment data. Team is unclear about why or how to analyze and interpret data. Team does not follow data privacy protocols.
Accomplished	Team has access to data for all relevant student groups (disaggregated by economic, ability, homeless, and English language status plus race/ethnicity), including linguistically and culturally appropriate assessment data and student ELP assessment data. Team has access to a data system that allows real-time analysis (e.g., data dashboard) and maintains data privacy. Team approach to data analysis is organized and includes a focus on students who have not yet benefited from educator practice. Team working toward connecting data with content standards, learning targets, and other student outcomes.
Exemplary	Team has access to data for all relevant student groups (disaggregated by economic, ability, homeless, and English language status plus race/ethnicity), including linguistically and culturally appropriate assessment data and student ELP assessment data. Team has access to a data system that allows real-time analysis (e.g., data dashboard) and maintains data privacy. Team has organized and systemic approach to use data for meaningful analysis. Data analysis includes a focus on students who have not yet benefited from educator practice. Team has clarity about the intended outcomes being assessed so that data is used to inform changes in educator practice.

Plan

P1	1,3,10 C D N
Criterion	***Team conducts a needs assessment, including root cause analysis.***
Beginning	Team does not conduct a needs assessment.
Developing	Team engages in a needs assessment through analysis of multiple years of student outcome data and practice data during the inquiry process, reviewing some but not all of the following: • Disaggregated for relevant student groups, local interim and summative, state assessment, and engagement (behavior, attendance, course enrollment, graduation, etc.) student data • Qualitative data (climate survey, other perception data, EE Survey results from UW Milwaukee, YRBS Data, etc.) • Educator and Leadership practice (observation data, instructional rounds or walk-through data, etc.) • Root cause analysis to identify adult practices that need to change to improve student outcomes • All relevant plans (district strategic plan, English Learner Plan, building improvement plan, technology plan, etc.) Team focuses on gaps and deficits, with minimal attention to assets and successes.
Accomplished	Team engages in a needs assessment through analysis of multiple years of student outcome data and practice data during the inquiry process, reviewing all of the following: • Disaggregated for relevant student groups, local interim and summative, state assessment, and engagement (behavior, attendance, course enrollment, graduation, etc.) student data • Qualitative data (climate survey, other perception data, EE Survey results from UW Milwaukee, YRBS Data etc.) • Educator and Leadership practice (observation data, instructional rounds or walk-through data, etc.) • Root cause analysis to identify adult practices that need to change to improve student outcomes • All relevant plans (district strategic plan, English Learner Plan, building improvement plan, technology plan, etc.) Team focuses on assets, funds of knowledge and successes in addition to gaps and deficits. Team identifies and prioritizes needs based on needs assessment. Team summarizes the data collected and the results of the needs assessment, including root cause analysis, in an easy-to-understand and accessible (including native languages of stakeholders) format. The summary includes a description of the culture of learning in the school or district, the student groups that need accelerated learning, and a review of learning content/grade level standards.

PLAN:

Analyze and identify successes, needs of students and educator practices and resource inequities; examine root causes to support goal development; selection of evidence-based improvement strategy and creation of aligned implementation plan

Exemplary	Team engages in a needs assessment through analysis of multiple years of student outcome data and practice data during the inquiry process, reviewing all of the following: • Disaggregated for relevant student groups, local interim and summative, state assessment, and engagement (behavior, attendance, course enrollment, graduation, etc.) student data • Qualitative data (climate survey, other perception data, EE Survey results from UW Milwaukee, YRBS Data etc.) • Educator and Leadership practice (observation data, instructional rounds or walk-through data, etc.) • Root cause analysis to identify adult practices that need to change to improve student outcomes • All relevant plans (district strategic plan, English Learner Plan, building improvement plan, technology plan, etc.) Team focuses on assets, funds of knowledge and successes in addition to gaps and deficits. Team identifies and prioritizes needs based on needs assessment. Team summarizes the data collected and the results of the needs assessment, including root cause analysis, in an easy-to-understand and accessible (including native languages of stakeholders) format. The summary includes a description of the culture of learning in the school or district, the student groups that need accelerated learning, and a review of learning content/grade level standards. Team celebrates success and uses outcome and practice data to identify areas of growth and next steps.

P2	**1,6,8,9 C T**
Criterion	***District and school identify and create a plan to address resource inequities.***
Beginning	Team does not review funding and/or resources.
Developing	Team reviews funding and resources at either the school and/or district level, but not both.
Accomplished	Team reviews funding and resources at both the district and school level with minor adjustments to address inequities.
Exemplary	Team analyzes deeply funding and resources at both the district and school level with the plan to repurpose funds and/or resources to address inequities.

P3	3,11
Criterion	***Team develops a (1) SMARTE (Specific, Measurable, Achievable, Relevant, Time-bound, Equity-focused) goal(s) and (2) theory of action or logic model.***
Beginning	Team develops a goal(s) that meets some but not all SMARTE goal requirements. Team does not develop theory of action or logic model.
Developing	Team develops a goal(s) that meets some but not all SMARTE goal requirements. Team develops a theory of action or logic model that is incomplete or not aligned to prioritized needs and SMARTE goal or does not include educator practices.
Accomplished	Team develops a goal(s) that meets all SMARTE goal requirements. Team develops a theory of action or logic model that is strength-based, focused on educators and universal/core instruction, and complete, but is only partially aligned to the prioritized needs and SMARTE goal or does not include educator practices. Team identifies the targeted growth goal at the beginning, mid, and end of improvement cycle.
Exemplary	Team develops a goal(s) that meets all SMARTE goal requirements, and aligns school and district goals. Team develops a theory of action or logic model that is complete, tightly aligned to the prioritized needs and SMART goal, and includes educator practices. Team identifies the targeted growth goal at the beginning, mid, and end of improvement cycle.

P4	2,3,11 C T D N C
Criterion	***Team selects a strategy that is aligned to the identified root cause in practice (see P1).***
Beginning	Team does not select an evidence-based improvement strategy.
Developing	Team selects an evidence-based improvement strategy, but strategy is not aligned to identified root cause in practice. Team selects an evidence-based improvement strategy that is not aligned to the Tier 1-3 research requirements of ESSA.
Accomplished	Team selects an evidence-based improvement strategy that is aligned to identified root cause in practice. Team selects an evidence-based improvement strategy that is aligned to the Tier 1-3 research requirements of ESSA.
Exemplary	Team selects an evidence-based improvement strategy that is aligned to the identified root cause in practice and is strength/asset-based. Team uses protocols (i.e., hexagon tool) to review and select strategy. Team selects an evidence-based improvement strategy that is aligned to the Tier 1-3 research requirements of ESSA.

(United States Department of Education 2016, 7-12)

P5	2,3,7,9 C T D N C
Criterion	***Team develops a plan to implement the selected strategy.***
Beginning	Team develops a plan with 25% or less of the action steps* supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy.
Developing	Team develops a plan with 26 to 50% of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy.
Accomplished	Team develops a plan with 51 to 89% of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy. Within the action steps, ongoing professional learning (training and coaching) is reflected during the implementation of the evidence-based improvement strategy. Team establishes system for monitoring implementation of plan (on track with plan implementation, student outcome data and educator practice data) during implementation.
Exemplary	Team develops a plan with 89 to 100% of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy. Within the action steps, ongoing professional learning (training and coaching) is reflected during the implementation of the evidence-based improvement strategy. Team establishes system for monitoring implementation of plan (on track with plan implementation, student outcome data and educator practice data) during implementation.

*Action Steps (from P5)

1. The action steps are backed by evidence of effectiveness.
2. The actions identify the educator practices and student outcome monitoring evidence/data sources that will be used to document implementation.
3. The actions identify who is responsible for implementation, the timeline for implementation of the actions and the resources needed to execute the actions.
4. There are a reasonable number of actions for each strategy (no more than 10).
5. The actions will reach a critical mass of targeted school staff, students and/or facilities.
6. Given the goal of improving student performance, the benefits of each action outweigh the costs, i.e., time, number of people, money, materials, supplies, technology
7. The set of actions allow the district/school to accomplish its SMART goal and strategies and enable the district/school to meet the plan indicators.
8. The actions, taken as a whole, are coherent and aligned.
9. The action steps address/modify practices, policies, professional development (training and coaching plan), and communication needed to implement the strategy.
10. If applicable, the action steps must promote parent, family, and community engagement in the education of English Learners.
11. If applicable, identify and plan for transformation zone.

P6	1,4,5,9 C T C
Criterion	***Team engages families and community in planning.***
Beginning	Team invites family and community to participate in planning but engagement is minimal or focused on sharing or disseminating information.
Developing	Team engages families and communities in part, but not all, of the planning process.
Accomplished	Team engages diverse families and communities, particularly those representing historically marginalized/currently marginalized students, in all parts of the planning process. Team ensures meaningful communication with Limited English Proficient family members.
Exemplary	Team engages families and communities in all parts of the planning process. Team uses a protocol for shared leadership and collaborative decision-making (i.e., Leading by Convening). Team ensures meaningful communication with Limited English Proficient family members.

Do

Do:
Use improvement cycles to implement and monitor the focused plan to achieve district or school goals within an equitable multi-level system of supports. The team collects evidence of practice using fidelity data and impact using student outcome data.

D1	8,9
Criterion	***All team members are accountable for implementation and monitoring of the plan.***
Beginning	Few participants on the team are held accountable for implementation of action steps and monitoring the plan.
Developing	Some participants on the team are held accountable for implementation of action steps and monitoring the plan.
Accomplished	Most participants on the team are held equally accountable for implementation of action steps and monitoring the plan. Regularly, team reviews and revises plan.
Exemplary	All participants on the team are held equally accountable for implementation of action steps and monitoring the plan. Regularly, team reviews and revises plan. Team uses a protocol to review and revise plan.

D2	3 C T D N C A
Criterion	***Team ensures implementation of the plan with fidelity.***
Beginning	25% or less implementation with fidelity of action steps.
Developing	26-50% implementation with fidelity of action steps.
Accomplished	51-89% implementation with fidelity of action steps. Team ensures, as appropriate, modification of practices, policies, and professional development.
Exemplary	90% or more implementation with fidelity of action steps.

D3	1,3 D N C A
Criterion	***Team collects and uses adult practice data.***
Beginning	No practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended.
Developing	Practice data is collected, but is not aligned to the evidence-based improvement strategy.
Accomplished	Practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended. Practice data is used to identify unintended consequences to equity (if any). Practice data is collected and used to inform ongoing supports (i.e. training).
Exemplary	Practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended. Practice data is used to identify unintended consequences to equity (if any). Practice data is collected and used to inform ongoing supports (i.e. training and coaching).

D4	1,3,11 D N C A
Criterion	***Team collects and uses student outcome data.***
Beginning	No outcome data is collected to determine if the evidence-based improvement strategy is being implemented as intended.
Developing	Outcome data is collected, but is not aligned to the evidence-based improvement strategy.
Accomplished	Outcome data is collected to determine if the evidence-based improvement strategy is affecting student data as intended. Outcome data is used to identify unintended consequences to equity (if any). Outcome data is collected and used to inform ongoing supports (i.e. training).
Exemplary	Outcome data is collected to determine if the evidence-based improvement strategy is affecting student data as intended. Outcome data is used to identify unintended consequences to equity (if any). Outcome data is collected and used to inform ongoing supports (i.e. training and coaching).

Study/Check

STUDY/CHECK

Review evidence of implementation and impact on educator practice and student outcomes. The team either revises plan and next steps or prepare for scale-up.

S1	1,3,11 D C A
Criterion	***Team regularly reviews educator practice evidence/data sources to monitor and document implementation of the evidence-based improvement strategy (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics).***
Beginning	Team does not review educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics).
Developing	Rarely, team reviews educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics). Team either revises plan and next steps or prepares for scale-up.
Accomplished	Through PDSA cycles, the team intermittently reviews educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics). Practice data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up, in response to the PDSA cycles.
Exemplary	Through multiple PDSA cycles, team regularly reviews educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics). Practice data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up, in response to multiple PDSA cycles. Team uses protocol to review educator practices monitoring evidence/data sources.

S2	1,3,11 D C A
Criterion	***Team regularly reviews student outcome evidence/data sources to monitor and document implementation of the evidence-based improvement strategy (e.g., benchmark reading assessment, common summative assessments based on standards, attendance, behavior, course-enrollment and on-track for graduation).***
Beginning	Team does not review student outcome monitoring evidence/data sources used to document implementation (e.g., benchmark reading assessment, common summative assessments based on standards, attendance, behavior, course-enrollment and on-track for graduation).
Developing	Rarely, team reviews student outcome monitoring evidence/data sources used to document implementation (e.g., benchmark reading assessment, common summative assessments based on standards, attendance, behavior, course-enrollment and on-track for graduation). Team either revises plan and next steps or prepares for scale-up.
Accomplished	Intermittently, team reviews student outcome monitoring evidence/ data sources used to document implementation (e.g., benchmark reading assessment, common summative assessments based on standards, attendance, behavior, course-enrollment and on-track for graduation). Outcome data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up.
Exemplary	Regularly, team reviews student outcome monitoring evidence/data sources used to document implementation (e.g., benchmark reading assessment, common summative assessments based on standards, attendance, behavior, course-enrollment and on-track for graduation). Outcome data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up. Team uses protocol (i.e., resources from Wisconsin's Strategic Assessment) to review student outcome monitoring evidence/ data sources.

Act

ACT:

Integrate successful practice into school or district. The team establishes targets that are specific and measurable. Research-based professional development supports the integration of the evidence-based improvement strategy.

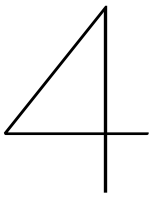
A1 2,3,8 C

Criterion	***Team integrates successful evidence-based improvement strategy into district/school.***
Beginning	Team does not establish targets (learning, language, behavior, etc.) related to the evidence-based improvement strategy. Professional learning does not support integration of evidence-based improvement strategy. 25% or less of appropriate staff implement evidence-based improvement strategy.
Developing	Team establishes targets (learning, language, behavior, etc.), but they are not specific or measurable. Professional learning supports the integration of the evidence-based improvement strategy, but is limited to traditional workshops. 25-49% of appropriate staff implement evidence-based improvement strategy.
Accomplished	Team establishes targets (learning, language, behavior, etc.) that are specific and measurable. Professional learning supports the integration of the evidence-based improvement strategy and includes traditional workshops and supplemental coursework in combination with embedded professional learning supports such as teacher team PLCs and/or coaching. 50-79% of appropriate staff implement evidence-based improvement strategy.
Exemplary	Team establishes targets (learning, language, behavior, etc.) that are specific and measurable. Professional learning supports the integration of the evidence-based improvement strategy and includes traditional workshops and supplemental coursework in combination with embedded professional learning supports such as teacher team PLCs and/or coaching. 80-100% of appropriate staff implement evidence-based improvement strategy.

A2 8 C

Criterion	***Team plans for sustainability as more staff members participate, turnover occurs, and improvement cycles continue.***
Beginning	Team does not have a plan for sustainability.
Developing	Team informally plans for sustainability.
Accomplished	Team plans within and across teams using formal means (e.g., minutes of meetings, forms/ procedures) for sustainability.
Exemplary	Team has procedures and policies related to sustainability planning.

References



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Summary of Changes

Version 1.1

Location	Title
Change	Version 1.1, June 2020
Location	Table of Contents
Change	Added section 5. Version 1.1: Summary of Changes
Location	Purposes of the Criteria and Rubric
Change	Added WISExplore data inquiry resources to paragraph 2, sentence 1
Location	Rubrics
Change	Added exit criteria for schools identified under ESSA Revised key for "N" to include Needing Intervention/Substantial Intervention under IDEA
Location	R3
Change	Required to exit from CSI identification Changes to Accomplished and Exemplary standards
Location	R4
Change	Required to exit from CSI identification Changes to all standards
Location	R5
Change	Changes to criterion
Location	R7
Change	Required to exit from CSI identification Changes to Developing, Accomplished, and Exemplary standards
Location	P1
Change	Changes to Developing, Accomplished, and Exemplary standards
Location	P2
Change	Changes to criterion
Location	P3
Change	Changes to criterion and all standards
Location	P4
Change	Required to exit from CSI identification Changes to criterion and all standards
Location	P5
Change	Required to exit from CSI and ATSI identification
Location	P6
Change	Required to exit from CSI identification

Location	D2
Change	Required to exit from CSI and ATSI identification
Location	D3
Change	Required for districts identified with racial disproportionality in special education Required for districts identified as Needing Assistance, Year 2/ Intervention/Substantial Intervention Required to exit from CSI and ATSI identification
Location	D4
Change	Required for districts identified with racial disproportionality in special education Required for districts identified as Needing Assistance, Year 2/ Intervention/Substantial Intervention Required to exit from CSI identification
Location	S1
Change	Required to exit from CSI and ATSI identification Changes to criterion and all standards
Location	S2
Change	Required to exit from CSI and ATSI identification Changes to criterion and all standards
Location	A1
Change	Required to exit from CSI and ATSI identification Changes to Accomplished and Exemplary standards
Location	A2
Change	Required to exit from CSI and ATSI identification
Location	Summary of Changes
Change	Added summary of changes between versions 1.0 and 1.1

Version 1.2

Location	R7
Change	Required to exit from ATSI identification
Location	P5
Change	Not required to exit from ATSI identification
Location	D3
Change	Required to exit from ATSI identification
Location	D4
Change	Required to exit from ATSI identification
Location	A1
Change	Not required to exit from ATSI identification
Location	A2
Change	Not required to exit from ATSI identification
Location	Summary of Changes
Change	Added summary of changes between versions 1.1 and 1.2

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