



## Office of the State Superintendent of Education School Improvement Plan Rubric

**Background:** As required by DC's Flexibility Waiver to the Elementary and Secondary Education Act (ESEA) the Office of the State Superintendent of Education (OSSE) is required to review the improvement plans of Priority and Focus schools and make recommendations as needed. The purpose of this rubric is to provide school teams an understanding of how OSSE will determine feedback on school plans.

For more information about school improvement planning or OSSE's review process, contact Sharon Gaskins, Elementary, Secondary and Specialized Education Division at [Sharon.gaskins@dc.gov](mailto:Sharon.gaskins@dc.gov).

Needs Assessment					
<i>Guiding Questions</i> <ul style="list-style-type: none"> <li>Was a needs assessment conducted to determine the nature and cause of underperformance and to set priorities for future action? Were multiple data sources used?</li> <li>Was a narrative of the results of the needs assessment included?</li> <li>Does the narrative outline the problem areas highlighted in the needs assessment that will be addressed by the school improvement plan?</li> </ul>					
Rating				Weak (1)	Strong (4)
1	2	3	4	<ul style="list-style-type: none"> <li>Some areas of challenges are mentioned in the plan but no data is included</li> <li>Some data are mentioned in the plan, but, not enough to draw conclusions about school performance</li> <li>A needs assessment was not conducted/is not mentioned in the plan</li> </ul>	<ul style="list-style-type: none"> <li>The narrative summarizes the results of the needs assessment</li> <li>The needs assessment identifies areas of challenge that must be addressed</li> <li>Multiple data sources are used</li> </ul>
<b>Comments:</b>					



**Office of the State Superintendent of Education  
School Improvement Plan Rubric**

Goals and Objectives					
<p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> <li>Are there clear goals that prioritize areas of weakness in student performance specific to subjects, non-academic areas, and/or an identified subpopulation (for Focus schools), as identified in the needs assessment?</li> <li>Are the goals specific, measurable, attainable, realistic and time-bound (S.M.A.R.T.)? Are the goals ambitious but achievable?</li> </ul>					
Rating				Weak (1)	Strong (4)
1	2	3	4	<ul style="list-style-type: none"> <li>If goals are included, they are not S.M.A.R.T. goals.</li> <li>Goals are not linked to specific subjects, non-academics areas, and/or an identified subpopulation (for Focus schools)</li> <li>The goals are ambitious but do not appear to be realistic based on progress achieved elsewhere.</li> </ul>	<ul style="list-style-type: none"> <li>Goals and objectives clearly address school challenges identified in needs assessment</li> <li>Goals are aligned to student performance in specific subjects, non-academic areas, and for an identified subpopulation (for Focus schools)</li> <li>Goals are S.M.A.R.T.</li> </ul>
<p><u>Comments:</u></p> <div style="height: 40px;"></div>					



**Office of the State Superintendent of Education  
School Improvement Plan Rubric**

<b>Interventions/Strategies</b>					
<p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> <li><i>Are the strategies and supporting activities clearly identified in the plan?</i></li> <li><i>Is there a connection between the chosen strategies and the identified causes of the school's underperformance?</i></li> <li><i>Does each strategy have a theory of action for how it will impact the goals(s)?</i></li> <li><i>At what scale (number of students, educators, etc.) will the strategy be implemented?</i></li> <li><i>Is it clear how these strategies will look in the school when fully implemented?</i></li> <li><i>Have any major risks and/or weaknesses that may impact implementation been identified? If so, how will they be managed?</i></li> <li><i>Are the chosen strategies and supporting activities research- based?</i></li> <li><i>If applicable, does the plan include details of why the research-based strategies were chosen?</i></li> </ul>					
Rating				Weak (1)	Strong (4)
1	2	3	4	<ul style="list-style-type: none"> <li>There are no clear strategies, or the chosen strategies are unlikely to address identified causes of underperformance</li> <li>It is unclear how many individuals will be reached by each strategy and how it will look when fully implemented</li> <li>No risks in implementation have been identified</li> <li>There is no evidence that strategies are research-based</li> </ul>	<ul style="list-style-type: none"> <li>Strategies are designed to address areas identified as needing improvement</li> <li>A realistic theory of action is included that articulates how the strategies will impact school goals</li> <li>There is a clear implementation plan for each strategy that includes the number of individuals that will be reached and how it will look when fully implemented</li> <li>Possible risks in implementation have been identified; a plan exists to address them</li> <li>There is clear evidence that the strategies are research-based</li> </ul>
<p><b>Comments:</b></p>					

<b>Timelines (Benchmarks)</b>
-------------------------------



**Office of the State Superintendent of Education  
School Improvement Plan Rubric**

*Guiding Questions*

- Does each goal have a timeline and related milestones?
- Are benchmarks included to monitor implementation and progress? Are they clearly defined?

Rating				Weak (1)	Strong (4)
1	2	3	4	<ul style="list-style-type: none"><li>• No timelines or benchmarks are included, or they are limited and do not adequately show the school's implementation plan</li></ul>	<ul style="list-style-type: none"><li>• A timeline provided for each goal and strategy</li><li>• Benchmarks are included that will allow the school to monitor progress toward meeting the goals</li></ul>

**Comments:**



**Office of the State Superintendent of Education  
School Improvement Plan Rubric**

**Monitoring**

*Guiding Questions*

- *Is a monitoring plan included for each goal and objective?*
- *Will the monitoring process evaluate for consistent implementation?*
- *Are metrics described?*
- *Is there a description of how this process will be tracked over time, including a description of how data will be collected and analyzed?*

Rating				Weak (1)	Strong (4)
1	2	3	4	<ul style="list-style-type: none"> <li>No monitoring process, or a limited process, is identified for goals</li> <li>No metrics are included</li> </ul>	<ul style="list-style-type: none"> <li>The monitoring process is clearly defined and linked to the goals</li> <li>Metrics used to measure success are identified for each goal and strategy</li> </ul>

**Comments:**



**Office of the State Superintendent of Education  
School Improvement Plan Rubric**

<b>Leadership</b>					
<i>Guiding Questions</i> <ul style="list-style-type: none"> <li>Does the overall plan have a single owner from the leadership team who is responsible for ensuring that goals are achieved?</li> <li>Are individuals responsible for each goal and strategy identified?</li> </ul>					
Rating				Weak (1)	
				Strong (4)	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<ul style="list-style-type: none"> <li>No responsible individual is identified for goals or strategies</li> </ul>	
				<ul style="list-style-type: none"> <li>Each goal and strategy has an accountable owner directly involved in the implementation process</li> </ul>	
<b>Comments:</b> <div style="height: 100px; border: 1px solid black; margin-top: 5px;"></div>					



**Office of the State Superintendent of Education  
School Improvement Plan Rubric**

Professional Development/Resources					
<i>Guiding Questions</i> <ul style="list-style-type: none"> <li>• Are professional development and other resources (e.g., personal, financial, technological, etc.) needed to support the effective implementation of the plan clearly identified and aligned to the goals?</li> <li>• Is there a plan for how these resources will be implemented in the school?</li> </ul>					
Rating				Weak (1)	Strong (4)
1	2	3	4	<ul style="list-style-type: none"> <li>• No professional development or resources are identified, or those that are identified do not appear sufficient to implement the strategies and reach the goals</li> <li>• The description of resources is vague and lacks detail</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development and other resources are identified and are aligned to the goals and strategies</li> <li>• A plan exists for deploying these resources over the course of the year</li> </ul>
<b>Comments:</b>					



**Office of the State Superintendent of Education  
School Improvement Plan Rubric**

<b>Stakeholder Involvement</b>					
<i>Guiding Questions</i> <ul style="list-style-type: none"> <li><i>Is it evident that all major stakeholders were involved in the development and review of the plan? (includes school educators, school administrators, families, community members and students (for high schools))</i></li> </ul>					
<b>Rating</b>				<b>Weak (1)</b>	<b>Strong (4)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<ul style="list-style-type: none"> <li>There is no evidence, or very limited evidence, of the involvement of stakeholder groups in the development of the plan</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that all key stakeholder groups were involved in the development of the plan and that their feedback was incorporated into the final plan</li> </ul>
<u><b>Comments:</b></u>					





**Office of the State Superintendent of Education  
School Improvement Plan Rubric**

**Priority/Focus Status**

*Guiding Questions*

- Does the plan address the problems that caused the school to be classified as needing improvement?

**Priority Schools**

- Do interventions address challenges (academic and non-academic) within the seven turnaround principles framework?
- Are subject areas of weakness also addressed?

**Focus Schools**

- Do interventions focus on closing the gap for identified subgroup(s) and subject areas(s)?

Rating				Weak (1)	Strong (4)
1	2	3	4		
				<p><i>Priority Schools</i></p> <ul style="list-style-type: none"> <li>• There is no mention of the seven turnaround principles</li> <li>• Interventions are not linked to academic and non-academic areas of performance</li> <li>• No specific subject areas impacting student performance are addressed</li> </ul> <p><i>Focus Schools</i></p> <ul style="list-style-type: none"> <li>• The subpopulation identified as part of Focus status is not mentioned</li> <li>• No specific goals or strategies are outlined to address the identified subpopulation</li> </ul>	<p><i>Priority Schools</i></p> <ul style="list-style-type: none"> <li>• Goals and strategies area identified for each of the seven turnaround principles</li> <li>• Interventions are clearly defined and aligned to support student success in academic and non-academic areas</li> <li>• Specific subject areas(s) impacting student performance are addressed</li> </ul> <p><i>Focus Schools</i></p> <ul style="list-style-type: none"> <li>• Specific goals and strategies are outlined to address the performance of the identified subpopulation of students</li> <li>• Interventions are clearly defined and aligned to support student success (both academic and non-academic)</li> </ul>
<b>Comments:</b>					