

SC Continuous Improvement Rubric for A.L.L.

Assess, Leverage, Lead



ESSA Academy

2024

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State Superintendent of Education



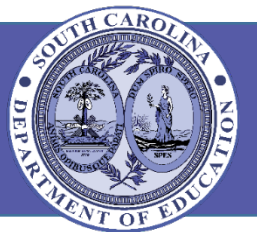
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Intended Outcomes

Assess: Understand the tool and how to use it

Leverage: Be intentional on who is part of the process and why

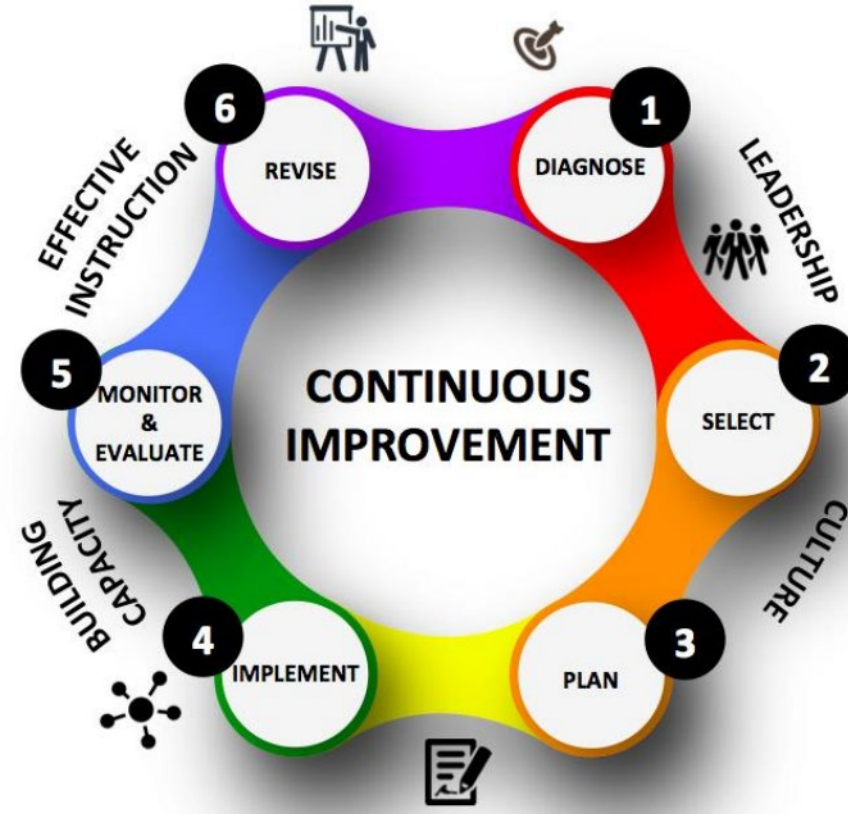
Lead: Use the results and create an implementation plan



SC Continuous Improvement Model

- To achieve state-wide excellence for all children
- Support schools and districts in developing and implementing a continuous, sustainable improvement model that supports student achievement at the highest levels

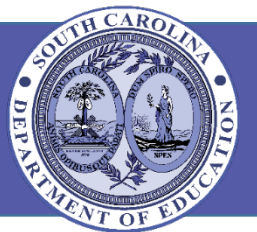
SOUTH CAROLINA SCHOOL IMPROVEMENT MODEL



Purpose of the Continuous Improvement Rubric

- To assess a school's **level of engagement** in continuous improvement efforts
- To foster **reflection** on a school's **current and desired state**
- To assess **needs**, provide **focused feedback** and determine targeted **professional development**

Continuous school improvement is critical for the sustained success of ALL schools.



Assess

Understand the tool and how to use it



Elements of the Rubric

1. Phase of the Continuous Improvement Model
2. Description of the phase
3. Criteria
4. Indicators
5. Next Steps
6. Score

1

Phase 2: Select Improvement Strategies:

2

School improvement teams identify priority areas for improvement based on the needs assessment and establish goals and strategies for the top three to five identified priorities – the most important problems to be addressed. Limiting the plan to a critical few allows the school community (principals, teachers, parents, related service personnel, and paraprofessionals) to focus their efforts. Once priorities are identified, the team works to understand root causes. Techniques such as a Fishbone Analysis, (cause-and-effect) diagrams or the “5 Whys,” are tools that can be used to conduct the root cause analysis.

3

Evidence-based interventions and/or practices aligned to prioritized improvement needs after conducting a root cause analysis.

4

| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
|--|--|---|--|
| <ul style="list-style-type: none"> Team does not conduct a root cause analysis. Team does not have an understanding of evidence-based interventions and/or practices. Team has not selected an evidence-based improvement strategy. | <ul style="list-style-type: none"> Team conducts a root cause analysis. Team selects an evidence-based improvement strategy, but the strategy is not aligned to identified root causes in practice. Team selects an evidence-based improvement strategy that is not aligned to their Tier 1-3 research requirement of ESSA. | <ul style="list-style-type: none"> Team conducts a root cause analysis which effectively allows the team to identify next steps. Team selects an evidence-based improvement strategy that is aligned to identify the root cause in practice. Team selects an evidence-based improvement strategy that is aligned to their Tier 1-3 research requirement of ESSA. | <ul style="list-style-type: none"> Team conducts a root cause analysis for various cycles of improvement multiple times throughout the school year. Team selects an evidence-based improvement strategy that is aligned to identified root cause in practice and is strengths/asset-based. Team uses protocols to review and select strategy. Team selects an evidence-based improvement strategy that is aligned to their Tier 1-3 research requirement of ESSA |

5

Next steps towards our desired state:

Choose Phase 2 Score:

Choose item

6





| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
|--|--|---|---|
| <ul style="list-style-type: none">• Team does not conduct a root cause analysis.• Team does not have an understanding of evidence-based interventions and/or practices.• Team has not selected an evidence-based improvement strategy. | <ul style="list-style-type: none">• Team conducts a root cause analysis.• Team selects an evidence-based improvement strategy, but the strategy is not aligned to identified root causes in practice.• Team selects an evidence-based improvement strategy that is not aligned to their Tier 1-3 research requirement of ESSA. | <ul style="list-style-type: none">• Team conducts a root cause analysis which effectively allows the team to identify next steps.• Team selects an evidence-based improvement strategy that is aligned to identify the root cause in practice.• Team selects an evidence-based improvement strategy that is aligned to their Tier 1-3 research requirement of ESSA. | <ul style="list-style-type: none">• Team conducts a root cause analysis for various cycles of improvement multiple times throughout the school year.• Team selects an evidence-based improvement strategy that is aligned to identified root cause in practice and is strengths/asset-based.• Team uses protocols to review and select strategy.• Team selects an evidence-based improvement strategy that is aligned to their Tier 1-3 research requirement of ESSA |

Scoring the Rubric

Our lowest indicator determines our overall criteria at this moment in time.



Self-Assessment Summary

Self-Assessment Summary

The *self-assessment summary* will assist the team in collectively deciding on prioritized next steps and in ensuring alignment of these changes to the school renewal plan or special projects application. If the school has been identified as a school in need of improvement, the Office of School Transformation will work with the team to align resources with the results of this rubric.

After studying your identified next steps above, review, prioritize and plan to incorporate these actions into the School Renewal Plan/Special Projects Application.

| Criterion | Self-Rating | Prioritized next steps towards our desired state. |
|--|-------------|---|
| Readiness Indicators | Choose item | |
| Phase 1A: Diagnose: Collect and use data | Choose item | |
| Phase 1B: Diagnose: Review resource inequities | Choose item | |
| Phase 2: Select | Choose item | |
| Phase 3: Plan | Choose item | |
| Phase 4A: Implement: Action steps defined, in practice | Choose item | |
| Phase 4B: Implement: Use data to inform instruction | Choose item | |
| Phase 5: Monitor and Adjust SRP/SPA | Choose item | |
| Phase 6: Revise the plan for momentum | Choose item | |
| Self-Assessment Readiness Score | 0 | |



Readiness Indicators: Purposeful time, driven by protocols, for collaboration across grade levels and disciplines

| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
|---|---|---|---|
| <ul style="list-style-type: none"> Agendas are not provided during or in advance of the meeting. Agenda topics are not provided. Team has no clear protocols. Participants do not come prepared. Only one grade level and/or discipline is represented. Team does not have norms for working together. Roles or responsibilities are not defined. Vision and mission are identified but not reflected in the work to ensure positive outcomes for all students. | <ul style="list-style-type: none"> Agendas are used inconsistently. Agenda topics are not purposeful or mostly updates. Team inconsistently uses protocols. Individuals generally come prepared. Some grade levels and/or disciplines are represented. 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 and/or responsibilities are defined but lack clarity. Work is partially or inconsistently aligned to the vision and mission; used inconsistently to guide decisions that impact students. | <ul style="list-style-type: none"> 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. Team consistently uses protocols. Individuals come to meetings prepared Most grade levels and/or disciplines are represented. Team has norms for working together, and the team refers to the norms in meetings. However, the team does not consistently use a process for crucial conversations when norms are not observed. Roles and responsibilities are clearly defined. Work is mostly aligned to the vision and mission; used consistently to guide decisions that impact students. | <ul style="list-style-type: none"> 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, and include reflection of 'next steps' from previous meetings. Team consistently uses protocols. All grade levels and/or disciplines are represented. Team has norms for working together, refers to them throughout the meeting, and consistently uses processes for crucial conversations when norms are not observed. Roles and responsibilities are clearly defined and regularly refined through a collective/collaborative process. The mission and vision are defined and focused on educational equity; work is aligned to achieving the vision and mission. |
| Next steps towards our desired state: | | | Choose Readiness Score: Choose an item. |



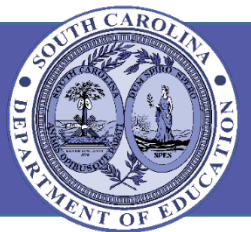
SCAN ME

Now It's Your Turn! <https://bit.ly/CIRubric>



Helpful Hints

- Consider **chunking** the rubric for completion - complete 2 - 3 sections, come to consensus, and then repeat until finished.
 - Break the rubric down into phases and assign a phase to each group. The teachers/admin determine the rating of that phase. Then each group presented where and why they chose that level. It was a good discussion, because the whole school participated in the assignment of levels. Teachers and admin became more aware of what was happening or not happening in the school.
- Consider **possible evidence** that support each indicator. Highlighting an indicator should be based on facts, not thoughts, tries and hopes. "I think we do this; We try to do this; I hope we are doing this". **Evidence will NOT be collected for this rubric!**
- **Be honest** in your own self-assessment - this tool is for the continuous improvement of your school. Criteria scores are not designed to be personal or punitive.



Leverage

Be intentional on who is part of the process and why



Before you Assess

WHO?

- Leadership Team
- All Faculty
- Specific Grade-Levels or Houses
- Department Chairs

HOW?

- Independently, then come together for a consensus discussion.
- Collectively, coming to consensus while scoring.



LEAD

Using the results and creating an implementation plan.



LEAD

- Celebrate the conversations and reflection
- Highlight the inclusion of multiple stakeholders outside of just the Leadership Team making the decisions
- Focus on what a successful school strives to attain.



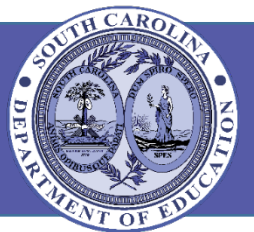
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| Self-Assessment Readiness Score | 0 | |



Possible Side Effects

- Future PD Plans
- Instructional Focus for the year
- Clarity of roles and responsibilities of specified staff
- Allocation of resources and funds



Resources and Contact Information



Where can I find resources?



Continuous Improvement Toolbox

- Continuous Improvement Resources
- Continuous Improvement Model and Process Guide
- The Collective Around Leading and Learning

School Improvement Programs

- Comprehensive Support and Improvement Schools (CSI)
- Targeted Support and Improvement Schools (TSI)
- Priority Schools
- Underperforming Schools

<https://ed.sc.gov/districts-schools/school-improvement>



Questions



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