Continuous Improvement Technical Assistance Rubric

The Continuous Improvement Technical Assistance Rubric** is based upon the following seven standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

By examining the individual components of the educational system that the standards describe, the school develops a comprehensive look at themselves as a whole.

These seven standards may be used to guide the continuous improvement process. The completion of this rubric by individual stakeholders or district-wide participants will generate rich and formative discussion about the school's continuous improvement process.

Using the rating scale of "Not Evident," "Emerging," "Operational," and "Highly Functional" for each standard provides the school with a baseline in which to assess their progress. A "Highly Functional" rating in all standards should be the school's goal.

It is an option for the external visitation team to complete this rubric as part of the visit and provide their ratings and insights for comparison to the school's ratings.

**As adapted from NSSE – National Study of School Evaluation Research

STANDARD	NOT EVIDENT	EMERGING	OPERATIONAL	HIGHLY FUNCTIONAL
VISION AND PURPOSE Not Evident Emerging Operational Highly Functional	• Stakeholders (students, staff, parents and community) are not collaborating in the development, communication, and support of the vision and purpose. • The school district has little or no evidence that expectations for student learning are aligned with the school district's vision with little support by school district personnel and external stakeholders. • Expectations for all students learning do not serve as the focus for assessing student performance and school district effectiveness. • The school district's vision has little influence on allocations of time and human, material, and fiscal resources.	• Stakeholders (students, staff, parents and community) are beginning to collaborate in the development, communication, and support of the vision and purpose. • The school district has begun the process of engaging its stakeholders to commit to a shared purpose and direction. • The school district is developing expectations for student learning aligned with the school district's vision that is supported by school district personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and school district effectiveness but the process is not fully in place. • The school district's vision has some influence on allocations of time and human, material, and fiscal resources.	• Stakeholders (students, staff, parents and community) are collaborating in the development, communication, and support of the vision and purpose. • The school district has committed to a shared purpose and direction. • The school district has clearly defined expectations for student learning aligned with the school district's vision that is supported by school district personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school district effectiveness. • The school district's vision guides allocations of time and human, material, and fiscal resources.	• Stakeholders (students, staff, parent and community) are highly engaged in the development, communication, and support of the vision and purpose. • The school district has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. • The school district has clearly defined expectations for student learning aligned with the school district's vision that is fully supported by school district personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school district effectiveness. • The school district's vision guides allocations of time and human, material, and fiscal resources.
GOVERNANCE AND LEADERSHIP Not Evident Emerging Operational Highly Functional	• The school district has leaders who have not established or are currently establishing processes to develop the school district's vision and improvement efforts. • The leaders' process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. • Leaders do not encourage or promote collaboration and shared responsibility for school district improvement among stakeholders. • The school district's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.	• The school district has leaders who have established processes to develop the school district's vision and improvement efforts. • The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. • Leaders allow collaboration and shared responsibility for school district improvement among stakeholders. • The school district's policies, procedures, and organizational conditions attempt to create equity of learning opportunities and support for innovation, but implementation of these processes and conditions is sporadic, and results are varied.	• The school district has leaders who are advocates for the school district's vision and improvement efforts. • The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. • Leaders encourage collaboration and shared responsibility for school district improvement among stakeholders. • The school district's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. • While these processes and conditions are being implemented, the implementation is not systemic across the school district, and the results are varied.	• The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership that facilitates exemplary performance from all staff and students. • The school district has leaders who are advocates for the school district's vision and improvement efforts. • The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. • Leaders ensure collaboration and shared responsibility for school district improvement among stakeholders with clearly defined expectations for each stakeholder group. • The school district's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school district functions.

TEACHING AND LEARNING Not Evident Emerging Operational Highly Functional	• The school district implements a curriculum based on expectations for all students learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. • The school district demonstrates little or no evidence of alignment between the curriculum and instructional practices. • Teachers use instructional practices that reflect little engagement of all students in the learning process. • Teachers provide few opportunities for all students to apply their knowledge and skills to real world situations. • Teachers give all students limited feedback to improve their performance.	• The school district implements a curriculum based on expectations for all students learning that provides opportunities for most students to acquire requisite knowledge, skills, and attitudes. • The school district demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the school district. • Teachers use instructional practices that actively engage all students in the learning process. • Teachers provide limited opportunities for all students to apply their knowledge and skills to real world situations. • Teachers give all students random or periodic feedback to improve their performance.	• Curriculum is aligned and articulated with Nebraska or locally approved standards at all grade levels. • The school district aligns and implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. • The school district demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school district. • Teachers use proven instructional practices that actively engage all students in the learning process. • Teachers provide frequent opportunities for all students to apply their knowledge and skills to real world situations. • Teachers give all students regular feedback to improve their performance.	• Curriculum is aligned and articulated with Nebraska or locally approved standards at all grade levels. • The school district aligns and implements a curriculum based on clear and measurable expectations for student learning in all content areas that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. • The school district has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school district. • Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage all students to take ownership of their learning. • Teachers consistently provide opportunities for all students to apply their knowledge and skills to real world situations. • Teachers give all students frequent feedback using a variety of methods to improve their performance.
DOCUMENTING AND USING RESULTS Not Evident Emerging Operational Highly Functional	• The school district is currently using assessments that are not aligned with student expectations or has no balanced assessment system based on clearly defined performance measures. • There is limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. • The assessments do not yield timely and accurate information that is meaningful and useful to school district leaders, teachers, and other stakeholders in understanding student performance, school district effectiveness, and the results of improvement efforts for individual students and all groups of students.	• The school district is currently using assessments that have limited alignment with student expectations and/or is developing a balanced assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. • The assessment system has some ability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. • The assessment system will yield some timely and accurate information that is meaningful and useful to school district leaders, teachers, and other stakeholders in understanding student performance, school district effectiveness, and the results of improvement efforts for all individual students and all groups of students.	• The school district uses a balanced assessment system which includes national, state, and local assessments, based on clearly defined performance measures that yield valid and reliable results. • The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. • The assessment system includes comparison and trend data through summative and formative processes, yields timely and accurate information that is meaningful and useful to school district leaders, teachers, and other stakeholders in understanding student performance, school district effectiveness, and the results of improvement efforts for all individual students and all groups of students.	• The school district uses a balanced assessment system which includes national, state, and local assessments, based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. • The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. • The assessment system which includes comparison and trend data (e.g. national, state, and local summative and formative processes)yields timely and accurate information that is meaningful and useful to school district leaders, teachers, and other stakeholders in understanding student performance, school district effectiveness, and the results of improvement efforts for individual students and all groups of students.

RESOURCE AND SUPPORT SYSTEMS Not Evident Emerging Operational Highly Functional	• The school district allocates minimal human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. • The school district does not systematically employ and allocate staff members who are qualified for their assignments. • The school district provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. • There is little or no evidence that the school district integrates resources and support systems and to achieve common goals.	• The school district allocates limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. • The school district generally employs and allocates staff members who are qualified for their assignments. • The school district provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. • There is some evidence that the school district integrates resources and support systems to achieve common goals.	• The school district allocates human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. • The school district systematically employs and allocates staff members who are well qualified for their assignments. • The school district provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. • There is evidence that the school district integrates resources and support systems to achieve common goals.	• The school district allocates human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. • The school district systematically employs and allocates staff members who are well qualified for their assignments in all content areas. • The school district provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. • There is evidence that the school district fully integrates resources and support systems to achieve common goals.
STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS Not Evident Emerging Operational Highly Functional	• The school district has little communication with, commitment to, and support of stakeholders. • School district personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts. • The school district demonstrates little or no participation by stakeholder groups.	• The school district has begun the process to gain the understanding of, commitment to, and support of stakeholders. • School district personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts. • The school district can demonstrate some participation by stakeholder groups.	• The school district has the understanding of, commitment to, and support of stakeholders. • School district personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts. • The school district can demonstrate active participation by some stakeholder groups.	• The school district has the understanding of, commitment to, and support of all stakeholders. • School district personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts. • The school district can demonstrate a high level of meaningful participation by stakeholder groups.
COMMITMENT TO CONTINUOUS IMPROVEMENT Not Evident Emerging Operational Highly Functional	• The school district has not developed a collaborative and ongoing process for improvement that aligns the functions of the school district with the expectations for student learning. • The school district cannot demonstrate progress in improving student performance and school district effectiveness. • New improvement efforts are not informed by the results of earlier efforts through reflection and assessment of the improvement process.	• The school district is developing a collaborative and ongoing process for improvement that aligns the functions of the school district with the expectations for student learning. • Improvement efforts are being developed, but the school district cannot yet demonstrate progress in improving student performance and school district effectiveness. • New improvement efforts are somewhat informed by the results of earlier efforts through reflection and assessment of the improvement process.	• The school district implements a collaborative and ongoing process for improvement that aligns most functions of the school district with the expectations for student learning. • Improvement efforts are sustained and the school district demonstrates progress in improving student performance and school district effectiveness. • New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.	• The school district fully implements a collaborative and ongoing process for improvement that aligns all functions of the school district with the expectations for student learning. • Improvement efforts are systemic, sustained, and fully embedded, and the school district demonstrates significant progress in improving student performance and school district effectiveness. • New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.

Adapted from NSSE (National Study of School Evaluation) research