COLORADO
Department of Education

Unified Improvement Plan
Quality Criteria Rubric *Abridged for ESSA Identified Schools*

This abridged version of the Quality Criteria Rubric outlines only the criteria that are required for sites identified through the Every Student Succeeds Act (ESSA) for Comprehensive Support (CS), Targeted Support (TS), or Additional Targeted Support (ATS) and Improvement. Sites with these identifications must have their UIPs reviewed for these criteria at the school and LEA levels, and CS-identified sites are also reviewed at the state level. Schools must achieve "Meet Expectations" or "Partially Meet Expectations" on all criteria listed below for CDE to grant approval for the plan.

Note that some requirements apply only to districts or only to schools; these requirements are labeled for clarity. Where requirements apply to both schools and districts, the term "site" may be used to refer to the school and/or district. ***Districts submitting combined UIPs must satisfy district-level requirements as well as school-level requirements for all district schools covered by the plan.***

Key to Icons Used in Quality Criteria tables

CS	Schools identified for Comprehensive Support through Every Student Succeeds Act (ESSA)
TS	Schools identified for Targeted Support through ESSA
A-TS	Schools identified for Additional Targeted Support through ESSA
EASI	Schools and Districts that have received a *School Holistic* or *District Strategic Planning* grant in the last two years, or *Transformation Network* grant in the last three years through Empowering Action for School Improvement (EASI)

Assurances within the Online UIP

Several planning elements have been identified that can be addressed as assurances to reduce the length of narrative in the UIP. Schools and districts are responsible for fulfilling the requirements expressed in these assurances. While artifacts and evidence related to these assurances are not required to be included in the UIP, sites may be asked to provide these artifacts during a state or federal monitoring process. Districts are responsible for ensuring the completion of actions associated with these expectations. These may also be valuable artifacts to share with CDE staff or external providers that are providing technical assistance to the site.

If the site cannot attest to the completion of any of these assurances, the UIP should include a narrative explanation of how the site will address this assurance moving forward.

UIP Process: Data Analysis

Who must address this requirement?	Topic	Assurances
ALL	**Data Analysis** CS TI-SW	The Unified Improvement Plan is the result of thorough data analysis. ● Data was analyzed from both local and state sources. ● Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. ● Current school and/or district performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).

UIP Process: Stakeholder Involvement

Who must address this requirement?	Topic	Assurances
ALL	**Stakeholder Input on Plan Development** CS TS A-TS TI-SW	The plan was developed in partnership with stakeholders, including school and district leaders, teachers, parents/families, and the School Accountability Committee (SAC) or District Accountability Committee (DAC).
ALL	**Stakeholder Progress Monitoring** CS TS A-TS TI-SW	The site will involve stakeholders—at a minimum, the School or District Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.
CS TS A-TS	**Stakeholder Awareness** *ESSA School Improvement*	**[School-level requirement]** Stakeholders involved in the development of the plan 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.

Section 1: Does the plan identify high-leverage performance priorities and targets?

UIP Element: Student Performance Priorities

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
	**Address Indicators** *ESSA School Improvement*	**[School-level requirement]** The plan clearly and explicitly aligns at least one Student Performance Priority to reasons for ESSA identification: • Graduation Rate (Comprehensive Support - Low Graduation) • Overall Performance (Comprehensive Support - Lowest 5%) • Performance of Specific Student Group (Targeted or Additional Targeted Support) • Participation Rate	**[School-level requirement]** The plan includes one Student Performance Priority that is meaningfully related to reasons for ESSA Identification, but the alignment is not explicit.	**[School-level requirement]** The plan does include any Student Performance Priorities that align to the reasons for ESSA Identification.

UIP Element: Evidence & Rationale for Prioritization

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
	**Evidence and Rationale for Prioritization** *ESSA School Improvement*	**[School-level requirement]** 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).	**[School-level requirement]** The plan provides a vague or partial rationale for selecting the Student Performance Priorities and their related targets.	**[School-level requirement]** The plan does not provide any rationale for the selection of the Student Performance Priorities and their related targets.

UIP Element: Target Setting

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Quality of Target** CS ISD:LP	The plan sets ambitious, attainable targets that align to the Student Performance Priorities (SPPs). Where possible, targets are set using the same measure as 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 partially aligned to the Student Performance Priorities, 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 omits targets for indicators in key areas for improvement or includes targets that do not align to the Student Performance Priorities or (if required) READ Act or Math targets.

UIP Element: Interim Targets

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Alignment to Annual Target** CS	The plan identifies Interim Targets, specifying both a measure (e.g., NWEA) and specific metrics (e.g., RIT score), 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 that (a) have an unclear relationship to annual targets, (b) are not logically sequenced, or (c) are not strategic.	The plan does not include Interim Targets to monitor student performance progress, or Interim Targets are written as adult-focused Implementation Milestones or Action Steps.
ALL	**Quality of Interim Targets** CS	Interim Targets specify expected student progress at least twice during the year.	Interim Targets specify expected student progress only once during the year.	The plan does not include Interim Targets.

Section 2: Does the plan focus on evidence-based strategies to resolve systemic root causes and drive improvement on identified priorities?

UIP Element: Root Causes

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
CS A-TS	**Identification of Resource Inequities** *ESSA School Improvement*	The root cause and/or rationale describe resource inequities (e.g., instructional time, early interventions, teacher quality, family engagement, professional development) that likely contributed to the reasons for ESSA identification.	The root cause and/or rationale describe potential resource inequities, but it is not clear whether these meaningfully contributed to the reasons for ESSA identification.	The plan does not include a description of resource inequities.
EASI	**Identification of Systems Needs of School** *EASI: School Holistic Review, Transformation Network, or District Strategic Planning*	The plan integrates the results of a diagnostic review or system needs assessment funded by one of the listed EASI Grants (e.g., in the priority selection rationale and/or the root cause rationale.	The plan identifies some results of a diagnostic review or system needs assessment funded by one of the listed EASI Grants, but these results are not integrated into the rest of the plan.	The plan does not consider or acknowledge the results of a diagnostic review or system needs assessment funded by one of the listed EASI Grants.

UIP Element: Major Improvement Strategies

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Alignment to Root Causes** CS A-TS ISD:LP	The plan identifies a limited number of Major Improvement Strategies (ideally 2-4) that logically connect to the Root Causes identified in the plan. *All root causes identified in the plan are addressed by at least one of the identified Major Improvement Strategies.*	The list of Major Improvement Strategies lacks focus (e.g., more than four strategies), or the connection between the Strategies and the Root Causes is unclear. Some root causes may not be addressed by any identified strategy.	The Major Improvement Strategies do not appear to be connected to the Root Causes.
ALL	**Evidence Base** CS TI-SW	The plan provides 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 site's context, existing assets, 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, the evidence-based strategy may not align to the school context.	The plan does not include the evidence base or rationale for the selected Major Improvement Strategy, or the evidence-base does not align with the strategy.

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Assigned Resources** CS A-TS	The plan identifies resources (e.g., budget allocations, staffing) that will be used to support the implementation of identified Major Improvement Strategies. *Note: checking budget allocation checkboxes in the online system fulfills this requirement.*	*"Meets Expectations" or "Does Not Meet Expectations" only for this requirement.*	The plan does not identify the resources needed to support the implementation of the Major Improvement Strategies, or the identified resources are clearly inadequate to support effective implementation.

Section 3: Does the plan outline a coherent approach to implementation and adjustment of the identified strategies?

UIP Element: Action Plan

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Progress Monitoring in Action Plan** CS A-TS TI-SW	The plan includes Action Steps dedicated to reflecting on progress monitoring (i.e., meetings to reflect on Implementation Milestones and Interim Targets and to identify needed implementation adjustments).	The plan includes Action Steps dedicated to reflecting on progress monitoring, but these Action Steps may not allow the school to meaningfully measure progress or make mid-course corrections during implementation.	The plan does not include any Action Steps aimed at monitoring plan implementation.

UIP Element: Implementation Progress Monitoring Plan

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Quality of Implementation Milestones** CS A-TS	Implementation Milestones for each Major Improvement Strategy name clearly observable or measurable indicators, which will enable staff to determine whether implementation of strategies is occurring in an effective manner.	The Implementation Milestones are only partially developed (e.g., not observable, not measurable, or vague), or they may not allow the school to systematically 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.