Ohio.gov | Department of Education

# OIP IMPLEMENTATION CRITERIA & RUBRIC

## SECTION A:  EFFECTIVE TEAMS

| CRITERION | 1 (Beginning) | 2 (Developing) | 3 (Accomplished) | 4 (Exemplary) | Evidence (examples) |
|---|---|---|---|---|---|
| A1. Educators work in collaboration. | The team is at the forming stage of team development. Roles/responsibilities are not defined. | The team is at the storming stage of team development. Roles/responsibilities are not clearly defined. | The team is at the norming stage of team development. Roles/responsibilities are defined at each meeting. | The team is at the performing and adjourning stage of team development. Roles and responsibilities are defined at each meeting and applied across the system. | Meeting agendas Meeting schedule Team meeting minutes with defined actions Self-assessment survey results or video of team process |
| A2. Educators work in leadership teams and have regularly scheduled meetings to support their work. | Less than 25% of recommended members* participate on the team. Meetings are rarely held or not at all. Participants are present but lack engagement. | 26-50% of recommended members* participate on the team. Meetings are scheduled but held occasionally. Participants are present and engagement is active or passive based on level of interest. | 51-89% of recommended members* participate on the team. Meetings are held according to the prescribed schedule. Participants are present and engaged by asking thoughtful questions and responding to comments. | 90-100% of recommended members* participate on the team. Meetings are held according to a prescribed schedule. Participants are present and engaged by asking thoughtful questions and responding to comments. | Meeting schedule List of membership by position Self-assessment survey results or video of team process |
| A3. Teams meetings are purposeful. | Agendas are not provided during or in advance of the meeting. Teams have no clear data forms/protocols. Individuals do not come prepared. | Agendas are used but may not be provided in advance of the meeting. Agenda topics are not aligned to the plan. Teams inconsistently use team data forms/protocols. Individuals generally come prepared. | Agendas are used but may not be provided in advance of the meeting. Agenda topics are aligned to the plan. Teams consistently use team data forms/protocols. Individuals come to meetings prepared. | Agendas are used and provided in advance of the meeting. Agenda topics are aligned and focused to achieve plan results. Teams consistently use team data forms/protocols to facilitate their work. Individuals come to | Meeting agendas Meeting forms/protocols Meeting notes with monitoring evidence and impact on improving student achievement, educator behavior and/or system changes |

| CRITERION | 1 (Beginning) | 2 (Developing) | 3 (Accomplished) | 4 (Exemplary) | Evidence (examples) |
|---|---|---|---|---|---|
| | | | | meetings prepared. | |
| A4. Teams have a communication structure and approach. | Teams informally communicate within their own team. | Teams communicate within their own teams using formal means (e.g., minutes of meetings, forms/procedures). | Teams communicate within and across teams using formal means (e.g., minutes of meetings, forms/procedures). | Teams have forms/procedures for formally communicating their work within and across the system (district and building, horizontally and vertically, internal and external stakeholders – within all levels of the organization) | Communication approach within IMM<br><br>Evidence consistent with communication approach, e.g., notes, newsletters, emails, wikki, SharePoint, Google docs |

## Section B: District/Building/Community School Leadership Teams

| CRITERION | 1 (Beginning) | 2 (Developing) | 3 (Accomplished) | 4 (Exemplary) | Evidence (examples) |
|---|---|---|---|---|---|
| B5. The DLT/BLT/CSLT identifies and prioritizes needs using reliable, valid and timely quantitative and qualitative data generated from completion of the Decision Framework (DF)/Building Decision Framework (BDF). | Based on state and district data, the DF is completed with limited quantitative and/or qualitative data beyond pre-populated DF data and priorities are selected on need. Only buildings that **are in school improvement** complete the BDF. Data are not organized and there is limited accessibility to all DLT/BLT/CSLT members. | Based on state and district data, the DF is completed using quantitative and qualitative data for all levels within the DF and priorities are selected on need. Buildings **in school improvement** and some other schools but not all buildings in the district complete a BDF. Data are somewhat organized and DLT/BLT/CSLT members have varying degrees of access. | Based on state and district data, the DF is completed using quantitative and qualitative data for all questions within the DF and priorities are selected on need. All buildings in the district complete a BDF. Data are organized and accessible to all DLT/BLT/CSLT members. | Based on state and district data, the DF is completed using valid, reliable, and timely quantitative and qualitative data for all questions within the DF and priorities are selected on need. All buildings in the district complete a BDF. Data are organized and easily accessible to all DLT/BLT/CSLT members. | Quantitative and qualitative data, that is valid, reliable and timely (e.g., Special Education Profile, State Diagnostic Team Report, special education reviews, Early Learning reviews, LEP, PACTS, summative and formative assessments) Completed DF/BDF |
| B6. The DLT/BLT/CSLT develops a focused plan with limited goals, strategies, and action steps. | Focused goals meet some but not all SMART requirements: Specific, Measurable, Achievable, Attainable, Relevant, Timely) Strategies are not aligned to goals. Action steps are not aligned to district goals and strategies. Action steps are written in general terms. The CCIP and IMM are not completed with SMART goals, goal targets, | Focused goals meet all SMART requirements. Strategies and action steps are vaguely aligned to goals. Action steps are somewhat aligned to district goals and strategies. Action steps are written more specifically but may or may not lead to achieving strategies/goals. The CCIP and IMM are partially complete with | Few, focused goals meet all SMART requirements. Few, research-based, tightly aligned strategies based on prioritized needs Action steps are aligned to district goals and strategies. Action steps are specifically written and have the probability of achieving strategies/goals. The CCIP and IMM are fully complete with SMART | Few, focused goals meet all SMART requirement Few, research-based, tightly aligned strategies based on prioritized needs. Action steps are clearly aligned to district goals and strategies. **Action steps are written specifically and targeted to achieving strategies/goals.** The CCIP and IMM are fully complete with SMART goals, goal targets, | Action steps that respond to compliance items, i.e., HQT, Transition, Help Me Grow, Class Size Reduction) List of district and building SMART Goals if not in the CCIP and/or IMM Completed CCIP and IMM |

| CRITERION | 1 (Beginning) | 2 (Developing) | 3 (Accomplished) | 4 (Exemplary) | Evidence (examples) |
|---|---|---|---|---|---|
| | strategies, indicators and action steps. Goals, strategies and action steps meet 25% or less of the descriptors.** | SMART goals, goal targets strategies, indicators and action steps. Goals, strategies and action steps meet 26-50% of the descriptors.** | goals, goal targets, strategies, indicators and action steps. Goals, strategies and action steps meet 51-89% of the descriptors.** | strategies, indicators and action steps. Goals, strategies and action steps meet 90% of more of the descriptors.** | |
| B7. The DLT/BLT/CSLT implements the plan and ensures instruction and the learning process for students and adults is standards-based, evidence-based, accessible and high quality. | Few adults are held accountable for implementing the plan. Few students have full access to challenging curriculum content. Professional development is inconsistent with plan priorities. Teachers have discretion to participate in professional development. 25% or less implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections). | Some adults are held accountable for implementing the plan. Some students have full access to challenging curriculum content. Professional development is consistent with plan priorities and the majority is job-embedded. Teachers are expected but not required to participate in professional development. 26-50% implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections). | Most adults are held accountable for implementing the plan. Most students have full access to challenging curriculum content. Professional development is consistent with plan priorities, the majority of which is job-embedded for all teachers. Teacher behavior in the classroom has changed as a result of professional development. 51-89% implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections). | All adults in the system are held accountable for implementing the plan. All students have full access to challenging curriculum content. Professional development is consistent with plan priorities, the majority of which is job-embedded for all teachers. Teacher behavior in the classroom has changed as a result of professional development. 90% or more implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections). | Title of person(s) responsible for implementation of the plan(s) if not specified in the IMM Professional development embedded in the CCIP Professional development agendas and materials PD participation summary Data on assurance of implementation (e.g., walk-throughs, coaching, peer observation) Master professional development schedule and/or calendar |
| B8. The DLT/BLT/CSLT has adult implementation indicators (Cause Data) that are monitored to provide statistically verifiable and reproducible data that show progress toward | Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is randomly collected but is not easily accessible. Monitoring to include | Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected but is not easily accessible. Monitoring to include | Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected and is easily accessible. Monitoring to include | Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected and is easily accessible. Monitoring to include | CCIP Monitoring process and tools Examples of data reviewed Examples of walk-throughs, coaching, peer observation |

| CRITERION | 1 (Beginning) | 2 (Developing) | 3 (Accomplished) | 4 (Exemplary) | Evidence (examples) |
|---|---|---|---|---|---|
| goal and strategy accomplishment. | observation of classroom teaching occurs occasionally. Made some progress toward strategy indicators. Indicators meet 25% or less of the descriptors.*** | observation of classroom teaching regularly occurs. Made substantial growth toward strategy indicators. Indicators meet 26-50% of the descriptors.*** | observation of classroom teaching regularly occurs and has a considered strategy for improving the quality of instruction. Met strategy indicators. Indicators meet-51-89% of the descriptors.*** | observation of classroom teaching regularly occurs and has a considered strategy for improving the quality of each teacher's instruction. Exceeded strategy indicators. Indicators meet 90% or more of the descriptors.*** | |
| B9. The DLT/BLT/CSLT has student performance indicators (Effect Data) that are monitored to provide statistically verifiable and reproducible data that show progress toward goal and strategy accomplishment. | Data on the indicator is randomly collected but is not easily accessible. Made some progress toward annual growth goal. Indicators meet 25% or less of the descriptors.*** | Data on the indicator is regularly collected but is not easily accessible. Made substantial growth toward annual growth goal. Indicators meet 26-50% of the descriptors.*** | Data on the indicator is regularly collected and is easily accessible. Met annual growth goal. Indicators meet-51-89% of the descriptors.*** | Data on the indicator is regularly collected and is easily accessible. Exceeded annual goal target(s). Indicators meet 90% or more of the descriptors.*** | CCIP Examples of data reviewed. Examples of walk-throughs, coaching, peer observation |
| B10. The DLT/BLT/CSLT evaluates the impact of the focused plan. | Made some progress toward reaching goals and closing the achievement gap for all applicable subgroups. Has not completed the Evaluation Section of the IMM. | Made substantial progress toward reaching goals and closing the achievement gap for all applicable subgroups. Partial completion of the Evaluation Section of the IMM. | Met goals and made substantial progress toward closing the achievement gap for all applicable subgroups. Completed the Evaluation Section of the IMM. | Exceeded goals and closed the achievement gap for all applicable subgroups. Completed and used the results of the Evaluation Section of the IMM. | Evidence of goal attainment and positive trend data regarding achievement. IMM |

| CRITERION | 1 (Beginning) | 2 (Developing) | 3 (Accomplished) | 4 (Exemplary) | Evidence (examples) |
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| B11. The DLT/BLT/CSLT engages the community in continuous improvement. | Community is invited but engagement is minimal. | Community is involved in goal identification process. | Community is fully engaged with DLT/BLT processes. | Developing partnerships in addition to DLT/BLT processes focused on district goals | Community names and/or organizations represented<br><br>Meeting schedules, agendas, minutes |
| B12. The DLT/BLT/CSLT manages resources effectively and efficiently to ensure plan implementation. | Vertical articulation is occurring between the DLT and BLTs as to how resources have been allocated and are working toward aligning resources to plan implementation.<br><br>There are multiple, discrete plans that may or may not be aligned. | Vertical articulation is occurring between the DLT and BLTs and prioritizes the allocation of resources toward the plan goals.<br><br>There are multiple, discrete plans that are aligned. | Vertical articulation is occurring between the DLT and BLTs and most resources are aligned to plan implementation.<br><br>The DLT/BLT has chosen to seek funds that support plan implementation.<br><br>There are a few discrete plans that are aligned. | Vertical articulation is occurring between the DLT and BLTs and most resources are allocated to plan implementation.<br><br>The DLT/BLT has secured funds that support plan implementation.<br><br>Resources across fund sources are leveraged and allocated to plan implementation.<br><br>There is one plan. | CCIP<br><br>List of district/building initiatives currently being pursued and/or implemented<br><br>List of district/building plans if there is more than the CCIP |

## SECTION C: TEACHER-BASED TEAMS

| CRITERION | 1 (Beginning) | 2 (Developing) | 3 (Accomplished) | 4 (Exemplary) | Evidence (examples) |
|---|---|---|---|---|---|
| C13. Step 1: Collect and Chart Assessment Data Aligned to Standards | Data is not assembled.<br><br>A common pre-test/formative assessment is not used.<br><br>No rubric/scoring guides exist. | Some teachers bring data to meetings.<br><br>A common pre-test/formative data is used inconsistently.<br><br>There are rubric/scoring guides with defined benchmarks but not agreed to by all team members. | Most teachers organize data prior to meeting using forms and protocols.<br><br>Common assessments aligned to standards are given to ALL students at that level at least quarterly (e.g., SWD, ELL, Title I).<br><br>There are rubric/scoring guides with defined benchmarks and agreed to by all members. | All teachers organize data prior to meeting using forms and protocols.<br><br>Common assessments aligned to standards are regularly given to ALL students at that level (e.g., SWD, ELL, Title I).<br><br>There are rubric/scoring guides with defined benchmarks and used by all team members. | Common assessment samples<br><br>TBT protocols and rubrics<br><br>Example of displayed data |

| CRITERION | 1 (Beginning) | 2 (Developing) | 3 (Accomplished) | 4 (Exemplary) | Evidence (examples) |
|---|---|---|---|---|---|
| C14. Step 2: Analyze Student Work Specific to the Data | Student work is not analyzed to identify learning needs.<br><br>No process is in place to select/use representative samples of student work.<br><br>TBT makes little or no connection between data being analyzed and its connection to the building/district strategies/actions.<br><br>TBT makes little or no connection between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards). | Student work is analyzed but only on an individual, student-by-student basis.<br><br>There is a process in place to select/use representative samples of student work.<br><br>TBT makes some connections between data being analyzed and its connection to the building/district strategies/actions.<br><br>TBT makes some connections between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards). | Student work is analyzed for most groups of students.<br><br>There is a process in place to select/use samples of student work that is representative of most students.<br><br>TBT makes many connections between data being analyzed and its connection to the building/district strategies/actions.<br><br>TBT makes many connections between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards). | Student work is analyzed for all groups of students.<br><br>There is a process in place to select/use samples of student work that is representative of all students.<br><br>TBT makes consistent connections between data being analyzed and its connection to the building/district strategies/actions.<br><br>TBT makes consistent connections between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards). | TBT Minutes/Agenda<br>Scoring rubric. |
| C15. Step 3: Establish shared expectations for implementing specific effective changes. | Instructional practices are not identified.<br><br>Differentiating instructional practices to meet academic levels and subgroup needs is not evident.<br><br>Targets are not established.<br><br>Job embedded professional development is not present. | Instructional practices to implement are identified but not based on common assessment data.<br><br>Differentiating instructional practices to meet academic levels is somewhat evident.<br><br>Established targets are academic or behavioral but may not be specific and measureable.<br><br>Professional development is limited to traditional | Instructional practices to implement are identified and based on common assessment data.<br><br>Differentiating instructional practices to meet academic levels and subgroup needs is somewhat evident.<br><br>Specific, measureable group targets reflect consideration of enrichment groups.<br><br>Job embedded professional development | Instructional practices are evidence-based on common assessment data and are timely and intervention based.<br><br>Differentiating instructional practices to meet academic levels and subgroup needs is evident.<br><br>Specific, measureable targets established for each academic level and/or subgroups.<br><br>Job embedded | Examples of specific, measureable targets for subgroups of students.<br>Meeting minutes/agendas.<br>Evidence of job-embedded professional development<br>Evidence of implementation of instructional practices if not included in the building plan |

| CRITERION | 1 (Beginning) | 2 (Developing) | 3 (Accomplished) | 4 (Exemplary) | Evidence (examples) |
|---|---|---|---|---|---|
| | | methods, e.g., workshops. | is available to support teacher use of the instructional practices (modeling, coaching, demonstration, co-teaching). | professional development is systemically implemented to support teachers use of the instructional practices (modeling, coaching, demonstration, co-teaching). | |
| C16. Step 4: Implement Changes Consistently | 25% or less of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with few identified groups of students. | 50% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with some identified groups of students. | 75% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with most identified groups of students. | 100% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with all identified groups of students. | Any TBT self-assessment procedures. |
| C17. Step 5: Collect, chart and analyze post-data | Common post-test results are not analyzed. Instructional practices are inconsistently evaluated on their effectiveness and level of implementation. Instructional practices are not documented, shared and duplicated. Course corrections are not discussed. | Common post-test results are inconsistently analyzed. Instructional practices are inconsistently evaluated on their effectiveness and level of implementation. Instructional practices are occasionally documented, shared and duplicated. Course correction is discussed. | Common post-test results are analyzed relative to the targets. Instructional practices are evaluated on their effectiveness and level of implementation. Instructional practices are generally documented, shared and duplicated. Course correction is discussed but not documented. | Common post-test results are analyzed relative to the targets. Instructional practices are evaluated on their effectiveness and level of implementation. Instructional practices are always documented, shared and duplicated. Course correction is discussed, documented, defined and timely. | TBT protocol, agendas, minutes. Examples of documented, shared and duplicated instructional practices |

*A2 - Recommended Members

| DISTRICT LEADERSHIP TEAMS | BUILDING LEADERSHIP TEAMS | TEACHER-BASED TEAMS |
|---|---|---|
| Membership of the DLT should include individuals with key positions at the various levels of the organization, for example:<br><br>o Superintendent;<br><br>o Local school board member;<br><br>o Treasurer;<br><br>o Building-level administrators;<br><br>o Teacher leaders from various content areas, grade levels, buildings, and specialized instructional areas, (e.g., special education, gifted, limited English proficient);<br><br>o Program directors/supervisors (e.g., special education, curriculum, preschool, health and nutrition, safety, Family and Civic Engagement coordinator);<br><br>o Family and Civic Engagement Team representing parents, local businesses, health and human service and community organizations, such as , Head Start director/education manager, community preschool program director; and<br><br>o Representatives from groups such as teacher bargaining units. | Membership of the BLT should include individuals with key positions at the various levels of the organization who may be representative of the following:<br><br>o Principal/building level administrator(s);<br><br>o Teachers who represent all grade-levels or grade-spans, early childhood, general education, special education and English Language Learners (ELL) including all subgroups;<br><br>o Non-administrative staff who serve in a leadership position, e.g., literacy coach, math coach, after school coordinator, parent liaison;<br><br>o Non-certified staff, e.g., secretaries, custodial and maintenance staff, food services staff;<br><br>o Stakeholders representing parents, local businesses and/or community organizations, such as a community program that serves children and families who will transition into the elementary building;<br><br>o Teacher union representation; and<br><br>o Central office/DLT liaison or ad hoc members. | TBTs are most often comprised of groups of educators who teach the same grade or the same content area. For example, an elementary school may have teacher-based teams at each grade level. Intervention specialists supporting the needs of students with disabilities are regular members of these teams. Teacher Based Teams (TBT) should also include representation from district supported early childhood classrooms within the elementary building. Highly effective district TBTs will also include teachers from community preschool programs who serve children that directly feed into the elementary building; this may include Head Start teachers, childcare, and family home providers.  In middle schools and high schools, TBTs may center on specific content areas within existing department structures.  TBTs may also be arranged vertically across grade levels or across disciplines to provide continuity of focus in instruction, curriculum, and assessment. |

**\*\*B6 – Goal, Strategy and Action Step Descriptors**

**SMART Goals**

Specific

- The goal describes in action words what the district wants to accomplish.
- The goal is clear about what the district intends to do for all students and designated student populations.

Measurable

- The goal identifies the annual target and multi-year indicator of what the district will see annually and when it reaches the goal.
- The goal ensures there are data that will be collected to demonstrate appreciable change (in quantity or quality) that can be calculated.

Attainable and Achievable

- The goal stretches the district to improve yet it is possible to attain.
- The goal targets the population(s) that data show is in greatest need.

Realistic and Relevant

- The bar is set high enough for significant achievement.
- The goal is the most important and significant aspiration of the district to improve student learning.

Timely

- The goal has an end point.
- The time frame for accomplishment of the goal is realistic.

**Strategies**

- The strategies are focused and address the core of the goal.
- The strategies are achievable, feasible, reasonable and practical (i.e., time, skill, knowledge, and culture can support them).
- The strategies are the right grain size (i.e., not so broad that it is a goal but not so narrow that it is an action or task).
- The strategies have a sufficient research base.
- The strategies respond to the prioritized data needs and cause and effect analysis.
- The strategies are written so they can be understood by stakeholders (i.e., clear, jargon-free language, able to stand on its own without additional explanation).
- The goal will likely to be achieved if the strategies are implemented with fidelity.
- There are a reasonable number of strategies for the goal (two to four).
- If applicable, the strategies respond to the needs of the student populations for which the goal is directed.
- The strategies can be applied in multiple settings (e.g., elementary schools, secondary schools or district departments).

**Action Steps**

- The action steps are backed by evidence of effectiveness.
- The actions identify the monitoring evidence/data sources that will be used to document implementation.
- The actions identify who is responsible for implementation, the timeline for implementation of the actions and the resources needed to execute the actions.
- There are a reasonable number of actions for each strategy (no more than 10).
- The actions will reach a critical mass of targeted school staff, students and/or facilities.
- 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.
- The set of actions allow the district to accomplish its goals and strategies and enable the district to meet the plan indicators.
- The actions, taken as a whole, are coherent and aligned.

***B8, B9 – Indicator Descriptors

**Indicators**

- Valid, reliable and accurate data are available for the indicators.
- The data are understandable and meaningful.
- The indicator measures are practical, relevant and realistic.
- The indicators measure the effective implementation of the strategy.
- There is assigned responsibility for collecting, organizing, analyzing and interpreting the data.
- The data provide an early warning of any potential problems.
- The indicators are capable of being monitored to provide statistically verifiable and reproducible data that show changes over time.
- The indicators and data contribute to the fulfillment of reporting obligations under federal and state requirements.