

Overview:

This document reflects years of collective expertise and research about what works to lead for equity: to build educational systems and align educator practices in service to *each and every student, college and career ready*. This process explains the *why, what, and how to* engage in continuous improvement to improve outcomes for all students or for a specific subgroup of students – for example, students who have been historically marginalized like students of color, students with disabilities, English Learners, and students whose family income qualifies for free and reduced-price meals.

This document synthesizes common understanding of continuous improvement as an ongoing, data-driven process in which learning organizations deliberately and strategically collaborate to understand and replicate successes, and plan for and address areas of concern. When

implemented effectively, the continuous improvement process culminates in long-term, embedded, positive change and progress in the school or district, thereby improving student outcomes. This document reflects ideas familiar in school improvement models in that it relies heavily on a deep understanding of student needs and the careful measurement of student outcomes. It contains ideas different from some school improvement models in that it places equal emphasis on understanding the policies and instructional practices associated with student outcomes; in other words, the educator practices in the system and leverages the adults in the system to make changes that are measurable to affect student outcomes. Further, it incorporates principles of implementation science and related tools and resources.

¹ Partially adapted from Ohio Department of Education, [OIP Implementation Criteria & Rubric](#)

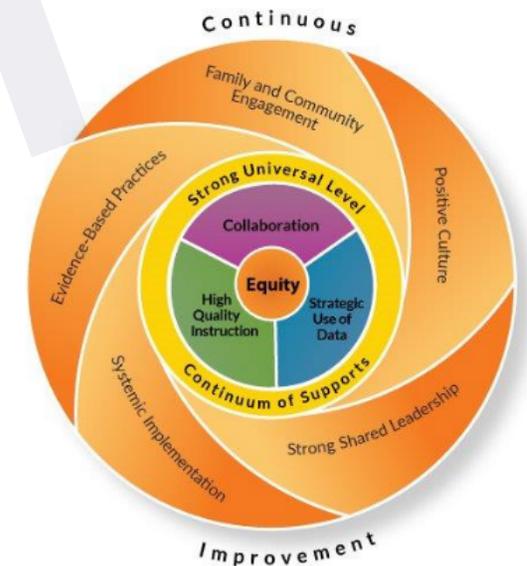
Continuous Improvement Process Criteria & Rubric¹

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In this document, continuous improvement is an ongoing cycle through readiness, plan, do, study/check, and act. At the beginning and throughout the continuous improvement process, teams **ensure readiness** by establishing and reviewing vision, mission, values, and beliefs. Teams also establish and review structures and processes necessary to improve educator practices and student outcomes. Teams then **plan** by identifying successes and needs of students and educator practices and planning to address those needs. **Do** reflects the work of the team using improvement cycles to implement and monitor the plan to achieve district or school goals. During this step, teams also monitor evidence of fidelity of implementation. During **study/check**, teams continue to review evidence of implementation and review changes in educator practice and student outcomes.

The team either revises their plan and next steps or they prepare for scale-up. Teams integrate successful changes into the school or district and plan for sustainability during **act**. The process is cyclical – “continuous improvement is an ongoing effort to improve a framework, process, program, and innovation and requires an organizational commitment to continual learning, self-reflection, adaptation, and growth.”²

Continuous improvement can be used for large-scale change (i.e., school turnaround). It can also be used when implementing a targeted, specific strategy (i.e., a second grade reading intervention for students with disabilities as a way to improve literacy as measured on the third-grade state summative assessment, or evaluating instructional materials to ensure that each student has access to grade-level, standards-aligned instruction). The continuous improvement process is content-neutral and describes the processes necessary to implement and sustain educational change. For example, *Wisconsin’s Framework for Equitable Multilevel Systems of Support* identifies continuous improvement as the *process by which* a school or district implements an equitable multi-level system of supports (See visual, right). Regardless of scope of change, the process assumes a commitment to inclusive teaching and learning by building a continuum of supports with a strong universal level.



² Wisconsin’s Framework for Equitable Multilevel Systems of Support

Purposes of the Criteria and Rubric:

This document identifies the criteria necessary for success within continuous improvement. When localized and implemented with fidelity, these criteria, taken together, increase the likelihood of Wisconsin schools and districts realizing and sustaining improved outcomes for learners. This tool, then, is for any team interested in beginning – or assessing their current efforts related to – continuous improvement.

This is not a how-to document – for tools and resources to use during continuous improvement please join the Wisconsin Continuous Improvement Group at <https://wlresources.dpi.wi.gov/>. Neither does this document provide the rationale for continuous improvement. Instead, this document provides districts and schools with *what to do* during continuous improvement.

In addition, this tool identifies criteria required under Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) as either a condition of funding (i.e., ESSA Title IIA) or based on data (i.e., IDEA – racial disproportionality in special education). Schools and districts, whether just beginning continuous improvement or already engaged in continuous improvement using localized tools and resources, can use the key to ensure that their continuous improvement efforts include the minimum compliance requirements of the applicable areas of federal law. By engaging in best practice related to continuous improvement, schools and districts will fulfill legal requirements under ESSA and IDEA – no additional, stand-alone plans required.

Key	
Schools identified for comprehensive supports under the Every Student Succeeds Act	C
Schools identified for targeted supports under the Every Student Succeeds Act	T
Districts receiving funds under the Every Student Succeeds Act, Title IIA	PD
Districts receiving funds under the Every Student Succeeds Act, Title III	EL
Districts identified with racial disproportionality in special education under the Individuals with Disabilities Education Act	D
Districts identified as Needing Assistance (2 years) under the Individuals with Disabilities Education Act	NA

Notes on the Term “Team” in the Criteria and Rubric:

Sustainable change relies on stakeholders working together and holding each other accountable toward a shared goal of success for every learner. In this document, “team” refers to either a district-level or building-level team responsible for continuous improvement. It may be a leadership team or an RtI Implementation team – or a team pulled together for the specific purpose of improving outcomes for targeted subgroups. It could be, but usually isn’t, a PLC.

Teams that reflect the full diversity – racial, socio-economic, language, disability status, family structure, etc. – of the students served by the district or school are strong teams. Suggested members of a district team include the district administrator, program directors and supervisors, building administrators, educators, and family and community members. Suggested members of a school team include the building administrator(s), educators, teacher leaders, non-certified staff, family and community stakeholders and central office/district team liaison.

Specific groups to be included for all schools identified under ESSA for targeted or comprehensive supports must, at a minimum, include:

- Teachers, including those for general and special education, and English learners;
- School administrators;
- Other school staff;
- Students (if age-appropriate); and
- Families (must include representatives of specific subgroups present in the school).

In addition, groups may also need to be included depending on local context:

- Community health organizations;
- Community-based organizations, including early childhood programs and providers and libraries;
- Neighborhood representatives, including neighboring and local businesses;
- Local and relevant environmental organizations;
- Tribal Government representatives:
 - Tribal Chairs or Presidents (or their designees) Tribal Council representatives
 - Tribal Education Directors and staff;
- Government entities, including state agencies, counties, and municipalities;
- Adjunct school services such as before and after school child care providers and community recreation centers;
- Relevant institutions of higher education;
- Workforce investment boards and other job-related agencies; and
- Faith-based communities.

Wisconsin’s Consolidated State Plan (pp. 50-1)

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Readiness

	Criterion	Beginning	Developing	Accomplished	Exemplary
R1	Shared mission and vision that are grounded in equitable outcomes for all students.	Vision and mission are identified but not reflected in the work to ensure positive outcomes for all studeinstructnts.	<p>Work is partially or inconsistently aligned to the vision and mission.</p> <p>The vision and mission are used inconsistently to guide decisions that impact students.</p>	<p>The mission and vision are defined and the center of educational equity.</p> <p>Work is aligned to achieving the vision and mission.</p>	<p>The mission and vision are defined and the center of educational equity.</p> <p>Work is aligned to achieving the vision and mission.</p> <p>Regularly, the team collects and analyzes educator practice and student outcome data to ensure that decisions are aligned to the vision and mission.</p> <p>Regularly, the team ensures that all members of the community can access the mission and vision in their native language and see themselves in them.</p>
R2	Shared values (collective commitments), and beliefs are grounded in equitable outcomes for all students.	Values and beliefs are identified, may or may not be in writing.	<p>Work is partially or inconsistently aligned to values and beliefs.</p> <p>The values and beliefs are used inconsistently to guide decisions that impact students.</p>	<p>Values and beliefs explicitly articulate need to accelerate growth for students who have not yet benefited from educator practices.</p> <p>Work is aligned to the values and beliefs.</p> <p>The values and beliefs are used to guide decisions that impact students.</p>	<p>Values and beliefs explicitly articulate need to accelerate growth for students who have not yet benefited from educator practice.</p> <p>Work is aligned to the values and beliefs.</p> <p>Regularly, the team collects and analyzes educator practice and student outcome data to ensure that decisions are aligned to the values and beliefs.</p> <p>Regularly, the team ensures that all members of the community can access the values and beliefs in their native language and see themselves in them.</p>

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R3	The team represents diverse stakeholders, has regularly scheduled meetings and all team members participate.	Less than 25% of team members participate on the team with little/no stakeholder representatives <u>or</u> participants are present but lack engagement. Meetings are rarely held or not at all.	26-50% of team members participate on the team with few stakeholder representatives <u>or</u> participants are present and engagement is active or passive based on level of interest. Meetings are scheduled but held occasionally.	Stakeholders represent students who have been historically/are currently marginalized. 51-89% of team members participate on the team <u>and</u> participants are present and engaged by asking thoughtful questions and responding to comments. Meetings are held according to the prescribed schedule.	Stakeholders represent students who have been historically/are currently marginalized. 90-100% of team members participate on the team <u>and</u> participants are present and engaged by asking thoughtful questions and responding to comments. Meetings are held according to the prescribed schedule.
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	Criterion	Beginning	Developing	Accomplished	Exemplary
R4	Team works in collaboration.	Team is at the forming stage ³ of team development. Roles <u>or</u> responsibilities are not defined.	Team is at the storming stage ¹ of team development. Roles <u>or</u> responsibilities are not clearly defined.	Team is at the norming stage ¹ of team development. Roles <u>and</u> responsibilities are clearly defined.	Team is at the performing and adjourning stage ¹ of team development. Roles <u>and</u> responsibilities are clearly defined <u>and</u> regularly reviewed/refined through a collective/collaborative process. A linked team structure (ie district team, school team, teacher team) for communication and decision-making
R5	Team meetings are purposeful.	Agendas are not provided during or in advance of the meeting. Team has no clear protocols. Participants do not come prepared.	Agendas are used but may not be provided in advance of the meeting. Agenda topics are not purposeful or mostly updates. Teams inconsistently use protocols. Individuals generally come prepared.	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. Teams consistently use protocols. Individuals come to meetings prepared.	Agendas are used and provided in advance of the meeting. Agenda topics are purposeful and focused to improve student outcomes, particularly on accelerating growth of students who have not yet benefited from educator practice. Teams consistently use protocols. Individuals come to meetings prepared.

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R6	Team has a communication structure and protocol.	Team informally communicates with participants.	Team communicates with participants using formal means (e.g., shared files, project management system, regular updates)	<p>Team communicates with participants using formal means (e.g., shared files, project management system, regular updates)</p> <p>Team communication protocols are written (e.g., team charter, workgroup rules, agreements) <i>and</i> new participants are trained on the protocols.</p>	<p>Team communicates with participants using formal means (e.g., shared files, project management system, regular updates)</p> <p>Team communication protocols are written (e.g., team charter, workgroup rules, agreements) <i>and</i> new participants are trained on the protocols.</p> <p>Team has – and regularly uses – process and procedures for formally communicating their work within and across the system (district and building, horizontally and vertically, internal and external stakeholders in native languages, etc.) <i>and</i> new participants are trained on the protocols.</p>
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	Criterion	Beginning	Developing	Accomplished	Exemplary
R7	Team has systems and processes to use data.	<p>Team does not have access to necessary data.</p> <p>Team is unaware of data privacy needs.</p> <p>Team is unfamiliar with how to read and understand the data.</p>	<p>Team has access to necessary data, including linguistically and culturally appropriate assessment data and student ELP assessment data.</p> <p>Team is unclear about why or how to analyze and interpret data.</p> <p>Team does not follow data privacy protocols.</p>	<p>Team has access to necessary data, including linguistically and culturally appropriate assessment data and student ELP assessment data, via a data system that allows real-time analysis (e.g., data dashboard) <i>and</i> maintains data privacy.</p> <p>Team approach to data analysis is organized and includes a focus on students who have not yet benefited from educator practice.</p> <p>Team working toward connecting data with content standards, learning targets, and other student outcomes.</p>	<p>Team has access to necessary data including linguistically and culturally appropriate assessment data and student ELP assessment data, via a data system that allows real-time analysis in an easy-to-understand format (e.g., data dashboard) <i>and</i> maintains data privacy.</p> <p>Team has organized and systemic approach to use data for meaningful analysis. Data analysis includes a focus on students who have not yet benefited from educator practice.</p> <p>Team has clarity about the intended outcomes being assessed so that data is used to inform changes in educator practice.</p>

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Plan

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	Criterion	Beginning	Developing	Accomplished	Exemplary	
P1 C D NA	Team conducts a needs assessment, including root cause analysis.	Team does not conduct a needs assessment.	<p>Team engages in a needs assessment through data and practice inquiry process, reviewing some but not all of the following:</p> <ul style="list-style-type: none"> Quantitative interim and summative student data, including disaggregated data for relevant student subgroups Qualitative data Educator practice data Root cause analysis All relevant plans (district strategic plan, English Learner Plan, building improvement plan, technology plan, etc.) <p>Team focuses on gaps and deficits, with minimal attention to assets and successes.</p>	<p>Team engages in a needs assessment through data and practice inquiry process, reviewing all of the following:</p> <ul style="list-style-type: none"> Quantitative interim and summative student data, including disaggregated data for relevant student subgroups Qualitative data Educator practice data Root cause analysis All relevant plans (district strategic plan, English Learner Plan, building improvement plan, technology plan, etc.) <p>Team focuses on assets, funds of knowledge and successes in addition to gaps and deficits.</p> <p>Team summarizes the data collected and the results of the needs assessment, including root cause analysis, in an easy-to-understand and accessible (including native languages of stakeholders) format.</p>	<p>Team engages in a needs assessment through data and practice inquiry process, reviewing all of the following:</p> <ul style="list-style-type: none"> Quantitative interim and summative student data, including disaggregated data for relevant student subgroups Qualitative data Educator practice data Root cause analysis Review of all relevant plans (district strategic plan, English Learner Plan, building improvement plan, technology plan, etc.) <p>Team summarizes the data collected and the results of the needs assessment, including root cause analysis, in an easy-to-understand and accessible (including native languages of stakeholders) format, celebrates success and uses outcome and practice data to identify areas of growth and next steps.</p>	
	P2	Team identifies and prioritizes needs.	Team does not identify needs.	Team identifies needs but does not prioritize.	Team identifies and prioritizes needs based on needs assessment.	<p>Team identifies and prioritizes needs based on needs assessment, and district and school initiatives..</p> <p>Team summarizes the prioritized needs in an easy-to-understand and accessible (including native languages of stakeholders) format.</p>
	P3 C T	Team identifies resource inequities	Team does not review funding and/or resources.	Team reviews funding and resources at either the school and/or district level, but not both.	Team reviews funding and resources at both the district and school level with minor adjustments to address inequities.	Team analyzes deeply funding and resources at both the district and school level with the plan to repurpose funds and/or resources to address inequities.

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	Criterion	Beginning	Developing	Accomplished	Exemplary
P4	Team develops a (1) SMART goal(s) and (2) theory of action or logic model.	<p>Team develops a goal(s) that meets some but not all SMART⁴ goal requirements.</p> <p>Team does not develop theory of action or logic model.</p>	<p>Team develops a goal(s) that meets some but not all SMART goal requirements.</p> <p>Team develops a theory of action or logic model that is incomplete <u>or</u> not aligned to prioritized needs and SMART goal <u>or</u> does not include educator practices.</p>	<p>Team develops a goal(s) that meets all SMART goal requirements.</p> <p>Team develops a theory of action or logic model that is strength-based, focused on educators and universal/core instruction, and complete, but is only partially aligned to the prioritized needs and SMART goal <u>or</u> does not include educator practices.</p>	<p>Team develops a goal(s) that meets all SMART goal requirements, and aligns school and district goals.</p> <p>Team develops a theory of action or logic model that is complete, tightly aligned to the prioritized needs and SMART goal, and includes educator practices.</p>
P5 C T D NA	Team selects a strategy that is aligned to prioritized needs.	Team does not select an evidence-based improvement strategy.	<p>Team selects an evidence-based improvement strategy, but strategy is not aligned to prioritized needs.</p> <p>Team selects an evidence-based improvement strategy that is not aligned to the Tier 1-3 research requirements of ESSA.</p>	<p>Team selects an evidence-based improvement strategy that is aligned to prioritized needs.</p> <p>Team selects an evidence-based improvement strategy that is aligned to the Tier 1-3 research requirements of ESSA.</p>	<p>Team selects an evidence-based improvement strategy that is aligned to prioritized needs and is strength/asset-based.</p> <p>Team uses protocols (i.e., hexagon tool) to review and select strategy.</p> <p>Team selects an evidence-based improvement strategy that is aligned to the Tier 1-3 research requirements of ESSA.</p>
P6 C T D NA	Team develops a plan to implement the selected strategy.	Team develops a plan with 25% or less of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy.	Team develops a plan with 26 to 50% of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy.	<p>Team develops a plan with 51 to 89% of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy.</p> <p>Within the action steps, ongoing professional learning (training and coaching) is reflected during the implementation of the evidence-based improvement strategy.</p> <p>Team establishes system for monitoring implementation of plan (on track with plan implementation, student outcome data and educator practice data) during implementation.</p>	<p>Team develops a plan with 89 to 100% of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy.</p> <p>Within the action steps, ongoing professional learning (training and coaching) is reflected during the implementation of the evidence-based improvement strategy.</p> <p>Team establishes system for monitoring implementation of plan (on track with plan implementation, student outcome data and educator practice data) during implementation.</p>

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⁴ Specific, Measurable, Achievable/Attainable, Relevant, Time-bound/Timely

	Criterion	Beginning	Developing	Accomplished	Exemplary
P7 C T	Team engages families and community in planning.	Team invites family and community to participate in planning but engagement is minimal or focused on sharing or disseminating information.	Team engages families and communities in part, but not all, of the planning process.	<p>Team engages diverse families and communities, particularly those representing historically marginalized/currently marginalized students, in all parts of the planning process.</p> <p>Team ensures meaningful communication with Limited English Proficient family members.</p>	<p>Team engages families and communities in all parts of the planning process. Team uses a protocol for shared leadership and collaborative decision-making (i.e., Leading by Convening).</p> <p>Team ensures meaningful communication with Limited English Proficient family members.</p>

1. The strategy is focused and addresses the core of the SMART goal.
2. The strategy is achievable, feasible, reasonable and practical (i.e., time, skill, knowledge, and culture can support them).
3. The strategy is 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).
4. The strategy has a sufficient research base.
5. The strategy responds to the prioritized data needs and cause and effect analysis.
6. The strategy is selected within the context of a continuum of supports with a strong universal level.
7. The strategy is written so it can be understood by stakeholders (i.e., clear, jargon-free language, able to stand on its own without additional explanation).
8. The SMART goal will likely to be achieved if the strategy is implemented with fidelity.
9. If applicable, the strategy can be applied in multiple settings (e.g., elementary schools, secondary schools or district departments).

Action Steps

1. The action steps are backed by evidence of effectiveness.
2. The actions identify the educator practices **and** student outcome monitoring evidence/data sources that will be used to document implementation.
3. The actions identify who is responsible for implementation, the timeline for implementation of the actions and the resources needed to execute the actions.
4. There are a reasonable number of actions for each strategy (no more than 10).
5. The actions will reach a critical mass of targeted school staff, students and/or facilities.
6. 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.
7. The set of actions allow the district/school to accomplish its SMART goal and strategies and enable the district/school to meet the plan indicators.
8. The actions, taken as a whole, are coherent and aligned.
9. The action steps address/modify practices, policies, professional development (training and coaching plan), and communication needed to implement the strategy.
10. If applicable, the action steps must promote parent, family, and community engagement in the education of English Learners.
11. If applicable, identify and plan for transformation zone.

Do

	Criterion	Beginning	Developing	Accomplished	Exemplary
D1	All team members are accountable for implementation and monitoring of the plan.	Few participants on the team are held accountable for implementation of action steps and monitoring the plan.	Some participants on the team are held accountable for implementation of action steps and monitoring the plan.	Most participants on the team are held equally accountable for implementation of action steps and monitoring the plan. Regularly, team reviews and revises plan.	All Few participants on the team are held equally accountable for implementation of action steps and monitoring the plan. Regularly, team reviews and revises plan. Team uses a protocol to review and revise plan.
D2 C T D NA	Team ensures implementation of the plan with fidelity	25% or less implementation with fidelity of action steps.	26-50% implementation with fidelity of action steps.	51-89% implementation with fidelity of action steps. Team ensures, as appropriate, modification of practices, policies, and professional development.	90% or more implementation with fidelity of action steps.
D3	Key System Features of an Equitable Multi-level Systems of Supports (MLSS) ¹	No implementation as evidenced by action steps- implementing an equitable multi-level system of supports.	Beginning implementation as evidenced by action steps- implementing an equitable multi-level system of supports.	Partial implementation as evidence by action steps- implementing an equitable multi-level system of supports.	Full implementation- implementing an equitable multi-level system of supports.

¹ Key System Features of an Equitable Multi-Level System of Supports:

- Equity
- High Quality Instruction
- Strategic Use of Data
- Collaboration
- Family and Community Engagement
- Continuum of Supports
- Strong Universal Level of Support
- Systemic Implementation
- Strong Shared Leadership
- Positive Culture
- Evidence-based Practices

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	Criterion	Beginning	Developing	Accomplished	Exemplary
D4	Practice Data	No practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended.	Practice data is collected, but is not aligned to the evidence-based improvement strategy.	<p>Practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended.</p> <p>Practice data is used to identify unintended consequences to equity (if any).</p> <p>Practice data is collected and used to inform ongoing supports (i.e. training)</p>	<p>Practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended.</p> <p>Practice data is used to identify unintended consequences to equity (if any).</p> <p>Practice data is collected and used to inform ongoing supports (i.e. training and coaching).</p>
D5	Student Outcome Data	No outcome data is collected to determine if the evidence-based improvement strategy is being implemented as intended.	Outcome data is collected, but is not aligned to the evidence-based improvement strategy.	<p>Outcome data is collected to determine if the evidence-based improvement strategy is being implemented as intended.</p> <p>Outcome data is used to identify unintended consequences to equity (if any).</p> <p>Outcome data is collected and used to inform ongoing supports (i.e. training)</p>	<p>Outcome data is collected to determine if the evidence-based improvement strategy is being implemented as intended.</p> <p>Outcome data is used to identify unintended consequences to equity (if any).</p> <p>Outcome data is collected and used to inform ongoing supports (i.e. training and coaching).</p>

for more information, please see <https://dpi.wi.gov/sites/default/files/imce/rti/pdf/rti-emlss-framework.pdf>

Study

	Criterion	Beginning	Developing	Accomplished	Exemplary
S1	Team regularly reviews educator practices monitoring evidence/data sources used to document implementation.	Team does not review educator practices monitoring evidence/data sources used to document implementation.	Rarely, team reviews educator practices monitoring evidence/data sources used to document implementation. Team either revises plan and next steps or prepares for scale-up.	Through PDSA cycles, the team intermittently, reviews educator practices monitoring evidence/data sources used to document implementation. Practice data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up, in response to the PDSA cycles.	Through multiple PDSA cycles, team regularly reviews educator practices monitoring evidence/data sources used to document implementation. Practice data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up, in response to multiple PDSA cycles. Team uses protocol to review educator practices monitoring evidence/ data sources.
S2	Team regularly reviews student outcome monitoring evidence/data sources used to document implementation.	Team does not review student outcome monitoring evidence/data sources used to document implementation.	Rarely, team reviews student outcome monitoring evidence/data sources used to document implementation. Team either revises plan and next steps or prepares for scale-up.	Intermittently, team reviews student outcome monitoring evidence/data sources used to document implementation. Outcome data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up.	Regularly, team reviews student outcome monitoring evidence/data sources used to document implementation. Outcome data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up. Team uses protocol (i.e., resources from Wisconsin's Strategic Assessment) to review student outcome monitoring evidence/ data sources.

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Act

	Criterion	Beginning	Developing	Accomplished	Exemplary
A1	Team integrates successful strategy into district/ school.	<p>Team does not establish targets (learning, language, behavior, etc.) related to the strategy.</p> <p>Professional learning does not support integration of strategy.</p> <p>25% or less of appropriate staff implement strategy.</p>	<p>Team establishes targets (learning, language, behavior, etc.), but they are not specific or measurable.</p> <p>Professional learning supports the integration of the strategy, but is limited to traditional workshops.</p> <p>25-49% of appropriate staff implement strategy.</p>	<p>Team establishes targets (learning, language, behavior, etc.) that are specific and measurable.</p> <p>Professional learning supports the integration of the strategy and includes traditional workshops and supplemental coursework.</p> <p>50-79% of appropriate staff implement strategy.</p>	<p>Team establishes targets (learning, language, behavior, etc.) that are specific and measurable.</p> <p>Professional learning supports the integration of the strategy and includes traditional workshops and supplemental coursework, modeling, co-teaching, and coaching.</p> <p>80-100% of appropriate staff implement strategy.</p>
A2	Team plans for sustainability as more staff members participate, turnover occurs, and improvement cycles continue.	Team does not have a plan for sustainability.	Team informally plans for sustainability.	Team plans within and across teams using formal means (e.g., minutes of meetings, forms/ procedures) for sustainability.	Team has procedures and policies related to sustainability planning.