

2017-18 Arizona Exemplary Title I Programs Award! – Critical Process Scoring Rubric

Continuous Improvement - Continuous improvement is a process that unfolds progressively and is sustained over time. It encompasses the general belief that improvement doesn't start and stop. It requires an organizational and professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth. Major components of continuous school improvement encompass creating, reviewing or revising the school vision; gathering and analyzing data related to that vision; planning the school's work to align with the vision; selecting interventions; implementing the strategies and action steps; and gathering data to measure the impact of the intervention(s).

Rating	0	1	2	3
<p>Question 1: Based on your school vision and mission, what major school improvement related need did you identify and analyze for Root Cause(s) within your Comprehensive Needs Assessment process?</p>	No link between the school vision and mission and the Comprehensive Needs Assessment/ Root Cause Analysis process was provided.	Minimal link between the school vision and mission and the Comprehensive Needs Assessment and Root Cause Analysis process is provided.	Some link between the school vision and mission and the Comprehensive Needs Assessment and Root Cause Analysis process, including related data.	Clear link between the school vision and mission and the Comprehensive Needs Assessment and Root Cause Analysis process, including data that illuminates the need.
<p>Question 2: Which principle, strategies, and action steps did you focus on to address that need and the root cause(s)?</p>	No clear alignment between the need and root cause and the articulated strategies and action steps.	Minimal alignment between the need and root cause and the articulated strategies and action steps.	Alignment between the need and root cause and cohesive, evidence based strategies and action steps.	Strong alignment between the need and root cause(s) and cohesive, innovative strategies and action steps with an established or emerging evidence base.
<p>Question 3: What outcomes were observed related to student achievement?</p>	No pre/post achievement data/ outcomes are provided.	Pre and post achievement data/ outcomes are provided but minimal link is established between the strategies and action steps and student achievement.	Pre and post achievement data/outcomes are provided and linked to the strategies and action steps and change in student achievement.	Pre- and post-achievement data/outcomes are provided, clearly linked to the strategies and action steps and change in student achievement.
<p>Question 4: What next steps were articulated to sustain and improve the outcomes that were realized as a result of the cycle of improvement?</p>	No next steps were articulated.	Minimal articulation of next steps that will sustain the outcomes and continue improvement.	Some articulation of next steps that will sustain the outcomes and continue improvement.	Clear articulation of next steps, including revised strategies and action steps, that will sustain the outcomes and continue improvement.