Unified Improvement Plan
Quality Criteria Rubric *for Comprehensive Support Plan Approval*

This abridged version of the Quality Criteria Rubric outlines only those criteria that are required for sites identified through the Every Student Succeeds Act (ESSA) for Comprehensive Support. Sites with this identification must have their UIPs reviewed for these criteria at the school, LEA and state level. Schools must achieve "Meet Expectations" or "Partially Meet Expectations" on all criteria listed here in order for CDE to grant "CS Approval" for their plan.

Note that this is not a complete list of requirements that must be fulfilled by sites identified for Comprehensive Support. These sites are also subject to Quality Criteria requirements for all schools and may be subject to additional requirements based on site context. The full list of Quality Criteria may be accessed at this [Unified Improvement Planning Resources web page](#).

Assurances within the Online UIP

UIP Process: Data Analysis

Who must address this requirement?	Topic	Assurance
ALL	**Data Analysis** CS	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	Assurance
ALL	**Stakeholder Input on Plan Development** (CS) (TS) (A-TS)	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)	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*	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
CS TS A-TS	**Address Indicators** *ESSA School Improvement*	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	The plan includes one Student Performance Priority that is meaningfully related to reasons for ESSA Identification, but the alignment is not explicit.	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
CS TS A-TS	**Rationale for Prioritization** *ESSA School Improvement*	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).	The plan provides a vague, or partial rationale for selecting the Student Performance Priorities (SPPs) and their related targets.	The plan does not provide any rationale for the selection of the SPPs 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	The plan sets ambitious, attainable targets that align to the Student Performance Priorities (SPP). 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, 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 rationale describe which resource inequities (e.g., instructional time, early interventions, teacher quality, family engagement, professional development) contributed to the reasons for ESSA identification.	The root cause and rationale identify 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.

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	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.

Who must address this requirement?	Topic	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
ALL	**Evidence-Base** CS	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.
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.	The plan identifies some resources used to support the Major Improvement Strategies, but these may not be adequate to support the full range of implementation activities outlined in the plan.	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: Implementation Milestones

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.

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)	The plan includes Action Steps dedicated to monitoring plan implementation and impact (i.e., meetings to reflect on Implementation Milestones and Interim Targets and to identify needed implementation adjustments).	The plan includes Action Steps dedicated to monitoring plan implementation, 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.