

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 9, Indicator 9.1: <i>School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.</i>			
9.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership establishes no collaborative process to develop and review the vision, beliefs, mission, and goals of the school.	School leadership establishes a collaborative process to develop and review the vision, beliefs, mission, and goals of the school, but it does not involve the entire staff.	School leadership establishes a collaborative process to develop and review the vision, beliefs, mission, and goals of the school that involves the entire staff.	School leadership establishes a collaborative process to develop and review the vision, beliefs, mission, and goals of the school that involves the entire staff, parents, and other community stakeholders.

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Element 9, Indicator 9.2: School planning teams collect, manage, and analyze data from multiple data sources.			
9.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School planning teams have no established process for collecting, managing, and analyzing data that is understood and fully implemented by all staff members.	School planning teams establish a process for collecting, managing, and analyzing data, but the process is not implemented as planned and/or is not understood by all staff members.	School planning teams establish a process for collecting, managing, and analyzing data that is understood and fully implemented by all staff members.	School planning teams regularly collect, manage, and analyze data. School planning teams compare the data of high performing schools with similar demographics and make modifications to the data review process to improve the use of the data.
School planning teams may collect and monitor student performance data from multiple sources, but the results are not used to inform decision making at the classroom and school levels.	School planning teams collect and monitor student performance data from multiple sources, but the results are not always used to inform decision making at the classroom and school levels.	School planning teams collect and monitor student performance data from multiple sources and the results are used to inform decision making at the classroom and school levels.	School planning teams include identification of trends, projections, and correlations in the data analysis process to inform decision making at the classroom and school levels.
School planning teams may collect and monitor student performance data from multiple sources, but the results are not used to identify and prioritize the areas of need for the comprehensive school improvement plan.	School planning teams collect and monitor student performance data from multiple sources, but the results are not always used to identify and prioritize the areas of need for the comprehensive school improvement plan.	School planning teams collect and monitor student performance data from multiple sources and the results are used to identify and prioritize the areas of need for the comprehensive school improvement plan.	School planning teams include identification of trends, projections, and correlations in the data analysis process to inform decision making at the classroom and school levels.

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Element 9, Indicator 9.3: School planning teams incorporate scientifically based research for student learning in school improvement plans.			
9.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School planning teams do not incorporate scientifically based research for student learning in school improvement plans.	School planning teams review scientifically based research, but findings are not used in the school improvement plan.	School planning teams review scientifically based research and findings are used in the school improvement plan.	School planning teams review scientifically based research, use the educational research findings to design appropriate instructional strategies, and evaluate the effectiveness of the strategies in staff meetings and/or collaborative teams.

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Element 9, Indicator 9.4: School planning teams establish goals for building and strengthening instructional and organizational effectiveness.			
9.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School planning teams do not review scientifically based research to establish comprehensive school improvement plan goals that strengthen instructional and organizational effectiveness.	School planning teams may review scientifically based research but do not use it to establish comprehensive school improvement plan goals that strengthen instructional and organizational effectiveness.	School planning teams ensure that scientifically based research is used to establish comprehensive school improvement plan goals that strengthen instructional and organizational effectiveness.	School planning teams ensure that all four types of data (student learning, demographic, perception, and school processes) are collected and intentionally used to verify the strengths and limitations in the organizational and instructional domains of the school and to validate the goals of the comprehensive school improvement plan.
The goals of the school improvement plan do not align with state adopted standards.	Some goals of the school improvement plan align with state adopted standards.	Goals of the school improvement plan align with state adopted standards.	School planning teams align goals and objectives of the school improvement plan with state and/or national standards and include future goals to meet increasing standards.

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Element 9, Indicator 9.5: <i>School planning teams identify action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.</i>			
9.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The action components of the comprehensive school improvement plan do not include a focus on closing achievement gaps among subgroups.	Some action components of the comprehensive school improvement plan focus on closing achievement gaps among subgroups.	The action components of the comprehensive school improvement plan include a focus on closing achievement gaps among subgroups.	The action components of the comprehensive school improvement plan are focused on equity of academic opportunity and access for all individual students as well as subgroups.
School planning teams do not identify necessary research-based action steps for implementing activities aligned with school improvement goals and objectives.	School planning teams identify some research-based action steps for implementing activities aligned with school improvement goals and objectives.	School planning teams identify sufficient research-based action steps for implementing activities aligned with school improvement goals and objectives.	School planning teams identify and validate research-based action steps to implement long-range activities aligned with school improvement goals and objectives.
School planning teams do not establish realistic timelines for implementing the action plan of the comprehensive school improvement plan.	School planning teams establish realistic timelines for the action components of the comprehensive school improvement plan, but they are not always designed to impact student performance.	School planning teams establish realistic timelines for the action components of the comprehensive school improvement plan that are designed to have maximum impact on student performance.	School planning teams establish, review, and revise timelines for the action components of the comprehensive school improvement plan that are designed to have maximum impact on student achievement.
School planning teams do not provide resources for the activities in the comprehensive school improvement plan.	School planning teams provide limited resources for the activities in the comprehensive school improvement plan.	School planning teams provide adequate resources for all activities in the comprehensive school improvement plan.	School planning teams provide abundant resources for all activities in the comprehensive school improvement plan, constructing a bridge of support between goal setting and implementation of the plan.
The comprehensive school improvement plan does not identify those responsible for implementation of the action components.	The comprehensive school improvement plan identifies individuals responsible for implementation of the action components, but the responsibility is not shared among staff members.	The comprehensive school improvement plan identifies individuals responsible for implementation of the action components, and this responsibility is shared among staff members.	The individuals responsible for implementation of the action components of the comprehensive school improvement plan include representatives of other stakeholder groups as well as staff members.

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Element 9, Indicator 9.6: School leadership and all staff implement the improvement plan as developed.			
9.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership does not provide direction and support for the implementation of the comprehensive school improvement plan.	School leadership provides some direction and support for the implementation of the comprehensive school improvement plan.	School leadership provides ongoing direction, support, and resources for effective implementation of the comprehensive school improvement plan.	School leadership models a collaborative approach to the implementation of the comprehensive school improvement plan.
Staff members do not have sufficient awareness of the comprehensive school improvement plan to be involved in its implementation.	Most staff members are aware of the comprehensive school improvement plan but not all are involved in implementation of the plan as developed.	Staff members know the goals of the comprehensive school improvement plan and implement the plan as developed.	Stakeholders, including community members, parents and staff members, know the goals of the comprehensive school improvement plan and are involved in developing and implementing the plan.

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Element 9, Indicator 9.7: *School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.*

9.7 Rubric

1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership and staff do not analyze data in the areas targeted by the comprehensive school improvement plan for the purpose of evaluating the degree to which the goals of the plan are achieved.	School leadership and staff collect and analyze data in the areas targeted by the comprehensive school improvement plan but do not always compare levels of student performance at regular intervals to evaluate the degree to which the goals of the plan are achieved.	School leadership and staff collect and analyze data in the areas targeted by the comprehensive school improvement plan, and compare levels of student performance at regular intervals to evaluate the degree to which the goals of the plans are achieved.	School leadership and staff validate the analysis of data against educational research and compare levels of student performance to those in similar- and high-performing schools.

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Element 9, Indicator 9.8: School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan.			
9.8 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership and staff do not analyze data in targeted areas of the comprehensive school improvement plan to evaluate the degree of expected impact on classroom practice.	School leadership and staff analyze data in the targeted areas of the comprehensive school improvement plan but do not always regularly compare levels of student performance to evaluate the degree of expected impact on classroom practice.	School leadership and staff analyze data in the targeted areas of the comprehensive school improvement plan and regularly compare levels of student performance to evaluate the degree of expected impact on classroom practice.	School leadership and staff validate the analysis of data against educational research and compares student performance levels to those in similar- and high-performing schools to assimilate a culture of high-performance expectations into classroom practice.

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Element 9, Indicator 9.9: School leadership and all staff document the continuous improvement through a regular data review process.			
9.9 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
School leadership and all staff do not have a formal data review process to document the continuous improvement of the school.	School leadership and all staff have a formal data review process, but the process is not consistently followed to document the continuous improvement of the school.	School leadership and all staff follow formal data review process to document the continuous improvement of the school.	School leadership and all staff implement an ongoing data review process to conduct and document a comprehensive analysis of the school's progress in achieving the goals of the comprehensive school improvement plan
School leadership and all staff do not document continuous improvement through a data review process.	School leadership and all staff document improvement through a data review process, but the reviews do not occur consistently.	School leadership and all staff consistently document the continuous improvement through a regular data review process.	School leadership and all staff consistently document the continuous improvement through a regular data review process and provide reports to stakeholders.