

# District Student Success Process Planning Rubric



This rubric is provided to assist school districts in addressing the required components of the Student Success Process. For additional information and resources about Student Success, visit <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/SSIP-.aspx>

Revised November 6, 2015

## STAKEHOLDER ENGAGEMENT PROCESS

Required Component	Exemplary	Operational	Emerging	Not Evident
<p><b>Process for Selecting Stakeholders</b></p>	<p>The district clearly described the process used to select stakeholders to create an inclusive team with varied perspectives and the rationale for selecting particular roles.</p> <p>Based on the process information provided, it was evident that the district used performance and infrastructure data to guide the selection process and that adjustments will be made, as needed.</p>	<p>The district included information about the process used to select stakeholders, which was adequate to communicate how the district created an inclusive team with varied perspectives.</p>	<p>The district included information about the process used to select stakeholders, but the information included was not adequate to clearly communicate the process.</p>	<p>The district did not describe the process used to select stakeholders.</p>
Required Component	Exemplary	Operational	Emerging	Not Evident
<p><b>Inclusive Team with Varied Perspectives</b></p>	<p>The district re-purposed an existing stakeholder group OR created a new group that included all of the external and internal members with the variety of perspectives needed to address improved graduation within the district.</p> <p>Evidence indicated that stakeholders were connected to the work. They were authentically engaged and informed the process by taking leadership roles within and beyond stakeholder meetings.</p>	<p>The district re-purposed an existing stakeholder group OR created a new group that included appropriate external and internal members with the variety of perspectives needed to address improved graduation within the district.</p> <p>Based on the information provided, it was evident that all selected stakeholders were connected to the work and authentically engaged in the Student Success process.</p>	<p>The district re-purposed an existing stakeholder group OR created a new group, but the district did not include adequate representation from all of the diverse perspectives needed to address improved graduation within the district.</p> <p>If the district repurposed a stakeholder group, critical connections between the existing group and Student Success were not adequately described.</p>	<p>The district utilized an existing stakeholder group, but the district did not consider/add additional members needed to ensure that varied perspectives were represented.</p>

## STAKEHOLDER ENGAGEMENT PROCESS

<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<p><b>Continued Engagement of Stakeholders in Supporting Student Success Process</b></p>	<p>The district clearly described the roles and responsibilities of stakeholders in the ongoing development and implementation of the Student Success Process.</p> <p>It was clear that stakeholders would be authentically engaged in implementing and monitoring actionable steps. Additional stakeholders would be added, as needed, to support the continued implementation.</p>	<p>The district reported that stakeholders would be involved in the development and implementation of the Student Success Process.</p> <p>The district adequately described the roles and responsibilities of stakeholders in the ongoing implementation and monitoring.</p>	<p>The district reported that stakeholders would be involved in the development of the Student Success Process but did not provide sufficient information on the continuing roles and responsibilities of the stakeholders during implementation and monitoring.</p>	<p>The district provided limited or insufficient information regarding the ongoing involvement of stakeholders in the development and implementation.</p>

## CAPACITY, RESOURCES, AND INFRASTRUCTURE

<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Alignment of Current Initiatives</b>	<p>The district identified initiatives implemented to improve graduation and made clear connections to Student Success.</p> <p>The district provided evidence that Student Success and related initiatives are included in a cohesive plan with all initiatives seamlessly integrated to impact student performance.</p>	<p>The district adequately identified initiatives and addressed the alignment with Student Success. The description provided limited support for the inclusion of these initiatives in a comprehensive, district improvement plan.</p>	<p>The district provided a list of initiatives but did not sufficiently address how the initiatives were aligned to Student Success.</p>	<p>The district did not identify current initiatives designed to support Student Success.</p>
<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Resources Needed</b>	<p>The district clearly described the resources needed to support the implementation of Student Success and described how the resources would be used to support improvement initiatives.</p> <p>The district provided evidence that resources across programs would be leveraged to reduce duplication and maximize results.</p>	<p>The district provided adequate information on the resources needed to support the implementation of Student Success.</p> <p>The district provided adequate information as to how the specific resources would be acquired or used. There was alignment with the proposed Student Success budget, if appropriate.</p>	<p>The district provided limited information on the resources needed to support the implementation of Student Success.</p>	<p>The district did not identify resources needed to support the implementation of Student Success.</p>

## CAPACITY, RESOURCES, AND INFRASTRUCTURE

<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Policies Amended or Created</b>	<p>The district provided a clear description of the direct and indirect (e.g. code of conduct) policies that need to be amended or created to address improving graduation rates. The impact of the policies and action steps needed to amend or create them were included.</p> <p>Or, the district has reviewed policies but noted short-term changes are not needed at this time. However, a long-term plan was considered to address changes in the future.</p>	<p>The district provided a listing of policies that need to be amended or created to address improving graduation rate, and the impact on graduation rate was adequately described. Critical next steps for addressing the policy amendments or creations are referenced.</p> <p>Or the district has reviewed the policies but noted policy changes are not needed at this time.</p>	<p>The district provided limited information on policies that need to be amended or created to address improving graduation rates. The district did not discuss their impact on improving graduation rate or provide critical next steps.</p>	<p>The district did not address whether or not there were policies that need to be amended or created to address improving graduation rates.</p>
<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Gaps in Infrastructure and Capacity</b>	<p>The district clearly described the impact of identified concerns or gaps in infrastructure and capacity on graduation rate. Action steps to address the gaps and concerns were clearly articulated.</p> <p>It was evident that the district would continue to monitor infrastructure and capacity in their long range planning.</p>	<p>The district adequately described concerns or gaps that must be addressed to strengthen the district's infrastructure and capacity and described how the concerns or gaps impact graduation. The district identified short-term action steps to address the gaps or concerns.</p>	<p>The district reported concerns or gaps that must be addressed to strengthen the district's infrastructure and capacity, but the district did not sufficiently describe the gaps or concerns that must be addressed and their impact on graduation.</p>	<p>The district did not describe concerns or gaps that must be addressed to strengthen the district's infrastructure and capacity.</p>

## STRENGTHS AND OPPORTUNITIES IN GENERAL SUPERVISION

<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Description of Noncompliance</b>	<p>The impact of identified areas of noncompliance on graduation was clearly described. Action steps to address the noncompliance were clearly articulated. The district considered data obtained from its local supervision and monitoring.</p> <p>The district provided evidence that there were ongoing efforts to align compliant practices with improving outcomes for students as a component of the district's Results Driven Accountability system.</p>	<p>The district adequately described how compliant and noncompliant practices have contributed to the outcome in this area.</p>	<p>The district provided limited information on the areas of identified noncompliance that potentially contributed to the graduation rate.</p> <p>Limited connections were made to clearly support the compliant practices that positively contributed to this outcome.</p>	<p>The district did not describe how compliant and/or noncompliant practices contributed to the outcome in this area.</p>
<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>District Procedures</b>	<p>The district clearly described procedures that support compliant practices and improved results.</p> <p>The district discussed the clearly written expectations for improved student outcomes including graduation rate and provided coherent alignment of those compliant practices to implementation.</p>	<p>The district adequately described the procedures and their impact on graduation.</p>	<p>The district reported that they have procedures that support compliant practices but did not provide a sufficient description of how these practices impact graduation.</p>	<p>The district did not describe procedures that support compliant practices and improved results that impact graduation.</p>

## STRENGTHS AND OPPORTUNITIES IN GENERAL SUPERVISION

Required Component	Exemplary	Operational	Emerging	Not Evident
<p><b>Professional Learning</b></p>	<p>The district clearly described professional learning provided on the implementation of written procedures to support compliant practices and lead to improved student outcomes.</p> <p>Job-embedded professional learning was based on district data and identified staff needs.</p>	<p>The district adequately described professional learning provided on the implementation of written procedures to support compliant practices and lead to improved student outcomes.</p> <p>Professional development provided to staff was job-embedded.</p>	<p>The district reported that professional learning was provided on the procedures, but the district did not describe the professional learning.</p> <p>It was not clear whether or not the professional learning was job embedded.</p>	<p>The district did not describe professional learning provided on the procedures that support compliant practices and improved results.</p>
Required Component	Exemplary	Operational	Emerging	Not Evident
<p><b>Technical Assistance</b></p>	<p>The district clearly described technical assistance provided on the implementation of written procedures to support compliant practices and lead to improved student outcomes.</p> <p>The district reported that technical assistance was based on district data and identified school/staff needs.</p>	<p>The district adequately described various types of technical assistance provided to targeted schools and/or staff. The district described the types of technical assistance provided and the strategies for selecting target schools or staff.</p>	<p>The district reported that technical assistance was provided to targeted schools and/or staff.</p> <p>However, the district did not sufficiently describe the types of technical assistance provided and the strategies for selecting target schools or staff.</p>	<p>The district did not describe monitoring and technical assistance provided to targeted schools and/or staff.</p>

## STRENGTHS AND OPPORTUNITIES IN GENERAL SUPERVISION

Required Component	Exemplary	Operational	Emerging	Not Evident
<p><b>Strengths and Opportunities</b></p>	<p>The district clearly described how the identified strengths could be leveraged and the opportunities addressed in order to improve outcomes.</p> <p>The district described a process in which general and special education leaders work collaboratively to establish, maintain, and monitor supports for all students including SWD.</p>	<p>The district adequately described the specific strengths and opportunities for improvement in the general supervision system, and the district adequately described how addressing the opportunities and leveraging strengths would positively impact improved outcomes.</p>	<p>The district reported that there were strengths and opportunities for improvement within the general supervision system, but the district did not sufficiently describe specific strengths and opportunities for improvement.</p>	<p>The district did not identify strengths and opportunities for improvement within the general supervision system.</p>
Required Component	Exemplary	Operational	Emerging	Not Evident
<p><b>Changes in Systems Processes, and/or Practices</b></p>	<p>The district described the specific changes that need to be made in the district systems, processes and/or practices and discussed how these changes would support improved outcomes.</p> <p>Action steps for addressing the changes were provided, and it was clear that both general and special education leaders were involved in implementing the solutions for changing systems, processes, and/or practices.</p>	<p>The district adequately described the specific changes that need to be made in the district systems, processes and/or practices, and the district identified how these changes would support improved outcomes.</p> <p>The district did not describe action steps for addressing the needed changes.</p>	<p>The district reported that general changes were needed in district systems, processes and/or practices in order to support improved outcomes, but the district did not report on the specific changes needed or discuss how they would address them.</p>	<p>The district did not report on any changes needed in district systems, processes and/or practices in order to support improved outcomes.</p>

## DATA ANALYSIS

<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Types of Data Analyzed</b>	The district completed an in-depth analysis of data from multiple sources which included multiple data types to identify barriers for graduating with a general education diploma. This analysis supported the selection of coherent strategies and interventions to inform the work for all schools and targeted schools within the district.	<p>The district reviewed and analyzed multiple types of data from a variety of sources in order to identify barriers for graduating with a general education diploma.</p> <p>The analysis informs the actionable steps that will impact all schools in the district.</p>	<p>The district reviewed commonly used types of data (e.g. graduation rate, achievement, etc.) but did not complete an analysis of related areas (e.g. attendance, behavior, course completion, LRE, etc.) to identify barriers for graduating with a general education diploma.</p> <p>In some instances, the district may have reviewed data but not deeply analyze the data to inform the work.</p>	The district did not analyze multiple types of data when completing the data analysis for Student Success.
<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Data Trends Across Groups Including Gaps (Includes Subgroup Comparisons - SWD vs. Non-SWD and Equity Gaps by Groups, Settings or Schools)</b>	<p>The district clearly identified and described trends in performance of SWD, All Students, and other subgroups.</p> <p>Equity gaps by groups, settings, or schools were explored and clearly described.</p>	<p>The district identified and described trends in performance of SWD, All Students, and other subgroups.</p> <p>Equity gaps by groups, settings, or schools were identified.</p>	The district addressed some trends and equity gaps identified in the data analysis but did not provide sufficient detail to convey trends and equity gaps across multiple subgroups, settings, and schools.	The district did not clearly identify and describe trends in performance of SWD, All Students, and other subgroups. In some cases, the data may not have supported the identified trends. Equity gaps by groups, settings, or schools were not explored and clearly described.

## DATA ANALYSIS

Required Component	Exemplary	Operational	Emerging	Not Evident
<p><b>District Story and Root Causes of Low Performance</b></p>	<p>The district clearly communicated connections in the data sets and synthesized the results of the analysis to provide an in-depth district story.</p> <p>Barriers to graduating with a general education diploma were clearly identified with a systemic plan outlining clear expectations to engage stakeholders in the continuous use of data for information</p> <p>The district outlined a clear process for reviewing data which included what data will be analyzed, who will analyze the data, and when it will be analyzed.</p>	<p>The district synthesized data sufficiently to make connections between the data sets and to tell the district story. Barriers to graduating with a general education diploma were identified and clearly articulated.</p>	<p>The district provided a summary of the data analysis and made some connections among the data sets.</p> <p>The district did not provide sufficient information to tell the district story or barriers to graduating with a general education diploma.</p>	<p>The district did not “connect the dots” among data sets in order to convey the district story. The barriers to graduating with a general education diploma were not identified.</p> <p>The district story summarized district data without relevant connections.</p>

## BARRIERS AND LEVERAGE POINTS

<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Identification and Prioritization of Barriers</b>	<p>The district provided a clear description of barriers that must be addressed in order to improve graduation for all students based on data analysis and a clear rationale as to why targeted barriers were prioritized among other barriers.</p> <p>The process informs the district’s coherent strategies and interventions for Student Success, as well as, comprehensive district reform efforts.</p>	<p>The district engaged stakeholders to identify one or more barriers to improving graduation for students with disabilities based on the data analysis. Explanations were provided to support why targeted barriers were prioritized among other barriers.</p> <p>The district’s coherent strategies and interventions were selected to reduce or remove these barriers.</p>	<p>The district identified one or more barriers to improving graduation for students with disabilities but did not discuss how the barriers impacted graduation for students with disabilities.</p>	<p>The district did not identify barriers to improving graduation for students with disabilities.</p>
<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Connection of District Barriers with State-Identified Barriers</b>	<p>The district clearly described the connection between state-identified barriers and local district barriers for all students.</p> <p>Stakeholders proactively used data to consider additional barriers unique to the local district and considered strategies for integrating the work.</p>	<p>The district clearly described the connections between state-identified barriers and local district barriers for students with disabilities.</p> <p>Stakeholders used data to consider additional barriers that may be unique to the local school district.</p>	<p>The district provided limited descriptors to explain connections between state-identified barriers and local district barriers for students with disabilities.</p> <p>The district did not consider additional barriers that are unique to our local school district.</p>	<p>The district did not identify connections between state-identified barriers and local district barriers.</p>

## COHERENT STRATEGIES AND CRITICAL NEXT STEPS

<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<p><b>Critical Next Steps</b></p>	<p>The district clearly identified critical next steps for the Student Success Process. The identified steps were actionable, measurable, and reasonably calculated to improve graduation for all students.</p> <p>The district specified fiscal and personnel resources needed to support implementation of the steps, timelines for achieving the steps, persons responsible, and methods for measuring impact.</p>	<p>The district identified critical next steps for the Student Success Process. The identified steps were actionable, measurable, and reasonably calculated to improve graduation for students with disabilities.</p>	<p>The district identified critical next steps for implementation of the Student Success Process, but the steps were not actionable and/or measurable. The identified steps were not reasonably calculated to improve graduation for students with disabilities.</p>	<p>The district did not identify critical next steps for implementation of the Student Success Process.</p>
<p><b>Required Component</b></p>	<p><b>Exemplary</b></p>	<p><b>Operational</b></p>	<p><b>Emerging</b></p>	<p><b>Not Evident</b></p>
<p><b>Proactive Strategies to Eliminate Additional Concerns</b></p>	<p>The district has developed a multi-tiered system of supports that includes district-wide universal supports for all students and clearly defined school-wide supports for targeted schools.</p> <p>Supports are available for students who need intensive, individualized supports and opportunities for enrichment.</p> <p>The system of supports are provided seamlessly across</p>	<p>The district has developed a multi-tiered system of supports that includes district-wide universal supports for all students and clearly defined school-wide supports for targeted schools.</p> <p>Supports are available for students who need intensive, individualized supports.</p>	<p>The district is in the process of developing a multi-tiered system of supports. Universal, targeted and intensive supports have not been clearly defined and are not readily available across the district.</p>	<p>The district does not have a system in place of universal supports for all students and targeted school-wide supports for students that struggle.</p>

## COHERENT STRATEGIES AND CRITICAL NEXT STEPS

	departments and supported with job embedded learning.			
<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Identification of District-wide Strategies</b>	The district used data to identify universal strategies that were evidence-based, related to the identified barriers and reasonably calculated to improve graduation. The universal strategies were aligned with other improvement strategies and coordinated to leverage resources, reduce duplication of effort, and maximize outcomes.	The district used data to identify universal strategies that were evidence-based, related to the identified barriers and reasonably calculated to improve graduation.	The district identified universal strategies, but the strategies were not aligned to the identified barriers and/or it was unclear as to whether the district had the capacity to implement the strategies on a scale sufficient to improve graduation.	The district did not identify universal strategies for implementation in the Student Success Process.
<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Identification of Targeted School Strategies</b>	The district used data to identify specific strategies for implementation in targeted schools that were evidence-based, related to the identified barriers, and reasonably calculated to improve graduation.  The school infrastructure is sufficient. The strategies are aligned with other improvement strategies in the district and coordinated to leverage resources, reduce duplication of effort, and maximize outcomes.	The district used data to identify specific strategies for implementation in targeted schools that were evidence-based, related to the identified barriers, and reasonably calculated to improve graduation.  School infrastructure was sufficient to ensure fidelity of implementation, or strategies were identified to improve school infrastructure.	The district identified strategies for implementation in targeted schools, but the strategies were not related to the identified barriers and/or reasonably calculated to improve graduation.  It is unclear as to whether the schools had the capacity to implement the strategies with fidelity.	The district did not identify specific strategies for implementation in targeted schools in the Student Success Process.

## COHERENT STRATEGIES AND CRITICAL NEXT STEPS

Required Component	Exemplary	Operational	Emerging	Not Evident
<b>Identification of Targeted Student Strategies</b>	<p>The district used data to identify specific strategies for implementation with targeted students. The strategies were related to the barriers and reasonably calculated to improve graduation for the targeted students.</p> <p>District/school infrastructure was sufficient to ensure fidelity of implementation. Or, strategies were identified to improve infrastructure.</p> <p>The strategies for targeted students were aligned with other improvement strategies in the district/school and were coordinated to leverage resources, reduce duplication of effort, and maximize outcomes.</p>	<p>The district used data to identify specific strategies for implementation with targeted students. The strategies were related to the barriers and reasonably calculated to improve graduation for the targeted students.</p> <p>District/school infrastructure was sufficient to ensure fidelity of implementation or, if needed, strategies were identified to improve infrastructure.</p>	<p>The district identified specific strategies for implementation with targeted students, but the strategies were not implemented with targeted groups based on data.</p> <p>It is unclear as to whether the district and schools had the capacity to implement the strategies with fidelity.</p>	<p>The district did not identify specific strategies for implementation with targeted students in the Student Success Process.</p>
Required Component	Exemplary	Operational	Emerging	Not Evident
<b>Monitoring Implementation and Progress</b>	<p>The district clearly identified strategies for monitoring implementation and determining progress. Measures were identified that addressed both process (fidelity) of implementation and outcomes (e.g., changes in practices related to teaching and learning and student</p>	<p>The district clearly identified strategies for monitoring implementation and determining progress.</p>	<p>The district reported that it would monitor implementation and determine progress, but clearly written strategies monitoring implementation and determining progress were not identified.</p>	<p>The district did not identify strategies for continued monitoring of implementation and determining progress in Student Success.</p>

## COHERENT STRATEGIES AND CRITICAL NEXT STEPS

	outcomes).			
<b>Required Component</b>	<b>Exemplary</b>	<b>Operational</b>	<b>Emerging</b>	<b>Not Evident</b>
<b>Addressing Equity Gaps</b>	<p>The district identified specific strategies to address equity gaps based on district data including barriers to graduation.</p> <p>The strategies identified to address equity gaps were reasonably based on data and infrastructure and aligned with other improvement strategies in the district to leverage resources, reduce duplication of effort, and maximize outcomes.</p>	<p>The district identified specific strategies to address equity gaps based on district data including barriers to graduation.</p> <p>When developing strategies the district considered barriers for students with disabilities compared to other subgroups.</p>	<p>The district identified equity gaps based on district data but did not identify specific strategies to address barriers to graduation.</p>	<p>The district did not address equity gaps that impact student outcomes.</p>