ACTIVE INGREDIENT

CONDITIONS FOR SUCCESS RUBRIC

School Leaders: Use this form to self-assess your school's current readiness to develop additional measures of student success. The categories can be used as prompts to reflect on capacity and to anticipate needs during your development of Active Ingredients. We encourage you to use your completed form to engage your authorizer in a conversation about a plan of action.

Please respond to the degree the following conditions of success are present. We provide examples of observable characteristics (or "look-fors") found in positive examples to assist in rating. Not all characteristics need be present to agree.

SCHOOL DEVELOPED & ARTICULATED THEORY OF ACTION/CHANGE

Agree:

- Somewhat concise TOC/TOA *(e.g., does not include everything)*

- Can state why adults do what they do *(connecting this to a letter for students)*

- Can articulate the importance of selecting a measure and tool aligned to the TOC/TOA

- Embedded within decisions made *(e.g., principal can cite it in a recent decision)*

- Students articulate purpose in a way that connects to TOC/TOA

Strongly Agree:

- Using a well understood model that is documented clearly in written materials that are shareable.

- Can cite the process they use and have used to construct this TOC/TOA

- All staff can articulate and explain how they fit into the TOA/TOC

- Reflective on how it has changed and why

- Staff revisit during staff meetings/decision makers

- Understandable to an outsider

Strongly Agree	Agree	Disagree	Strongly Disagree

NOTES:

COMMITMENT TO SELECTING MISSION ALIGNED ADDITIONAL MEASURES

- Articulate gaps in how existing measures represent their work

- Explain how additional measures will support the school's efforts

- Identify potential measures aligned to mission

- Describe past efforts to supplement existing measures

- Plan and budget for staff time to execute additional measures

- Demonstrate that all relevant staff beyond school leaders are onboard with additional measures

- Show support for board and partners

Strongly Agree	Agree	Disagree	Strongly Disagree

NOTES:

INCENTIVES TO INNOVATE

School level:

- Staff stability and quality
- Stability of school "influencers" (e.g., boards and funders)
- Stated commitment to serving all kids, especially those perceived as "hardest to serve" (have quality metrics that demonstrate the diversity of the school's students and clearly define "hardest to serve")
- Record of making solid/good/holistic schools that achieve desired outcomes (process is good and outcomes are good)
- Have political capital to spend based on good track record (indicator on ability to take risks)

Authorizer level:

- Staff stability and quality
- Stated commitment to accurately capturing a school's impact in its entirety
- Capacity and relations to "coach" as well as authorize (there is a clear distinction between low stakes "pilot" and experimentation versus high stakes; creating time and space for innovation and progress)
- Thoughtful about "carrot and stick" continuum and when/how to proceed

Strongly Agree   **Agree**   **Disagree**   **Strongly Disagree**

NOTES:

DATA INFORMED SCHOOL INTERVENTION DESIGN

- Instructional leadership uses an interim data dashboard/report to support teachers or professional development offerings
- Instructional leadership shares interim data reports with instructional staff

- School staff discuss using data to inform instruction and adjustments
- School leadership can reference decisions made based on data
- School leader has a system for sharing data with school board

Strongly Agree   **Agree**   **Disagree**   **Strongly Disagree**

NOTES:

COMMITMENT TO KNOWLEDGE & CAPACITY DEVELOPMENT

- Size of staff meets needs of organization or there are plans in place to address staff ration and needs.
- Staff share learning with each other formally and informally (e.g., meeting agendas, interviews, and observations)
- Staff identify needs for knowledge/skills and seek expertise to address these needs

- Articulate ways the school staff have grown, why, and plans to continue to develop
- Plans to further develop are aligned to what students need to improve and/or the TOA/TOC
- Seek out and secure resources to make these improvements possible

Strongly Agree   **Agree**   **Disagree**   **Strongly Disagree**

NOTES:

NECESSARY RELATIONSHIPS FOR CHANGE

- External partnerships particularly with community institutions relevant to their mission/data focus and with higher education institutions and researchers
- Collaborative history with authorizer (have had prior discussions on the topic)

- In-school collaboration especially between: data entry/collection personnel, practitioners, and leadership.

Strongly Agree   **Agree**   **Disagree**   **Strongly Disagree**

NOTES:

CAPACITY & TIME

- Current leadership and staff have the time needed to develop and complete new work streams and build necessary teams; or,

- Active Ingredient or intervention area is currently a well-established and supported intervention within the school program that existing staff can reasonably accommodate development of the new measure

Strongly Agree   **Agree**   **Disagree**   **Strongly Disagree**

NOTES:

Overall Notes:

Identified Needs or Areas of Development: