Record of Continuous Improvement (RCI) Rubric

Stage	Critical Feature	Aware	Developing	Succeeding	Coaching Comments, Resources and Next Steps
EXPLORATION	TEAM PROCESS	A Leadership Implementation Team (LIT) meets regularly to discuss instructional improvement.	The LIT directs the work of instructional improvement and records the action steps using the principles of Implementation Science to identify barriers and determine next steps.	The LIT uses evidence to identify barriers, determine next steps and links itself with other supportive teams leading to full implementation and sustainability of interventions.	
EXPLORATION	NEEDS ASSESSMENT	The team uses some observation, general awareness and student achievement data to identify strengths and prioritize concerns.	The team uses quantifiable data about adult behaviors, best practices and student achievement to identify strengths and prioritize concerns.	The team uses multiple types of data and in-depth analysis to identify strengths and prioritize student achievement concerns and adult actions related to instructional practice.	
EXPLORATION	ROOT CAUSE	The completed needs assessment identifies a recursive instructional issue.	The comprehensive root cause analysis leads to the selection of a logical framework, and usable intervention.	The root cause analysis articulates necessary changes to instructional practices including adult actions related to delivery of the usable intervention.	
EXPLORATION	USABLE INTERVENTION SELCTION	A usable Intervention is identified in the final step of the exploration stage.	The usable Intervention selected meets the criteria of teachable, learnable, doable, and assessable during the Plan, Do, Study, Act (PDSA) cycle.	An evidence-informed usable intervention directly addresses the root cause of the recursive issue. The ability to effectively implement is discussed and needed resources are provided.	**Usable interventions are instructional strategies or practices**.
EXPLORATION	SMART GOAL	A SMART goal based upon increased MCA proficiency is present and contains all required criteria.	The SMART goal was developed with a focus on closing the gap for student groups.	A SMART goal is strategic and sufficiently rigorous to close the achievement gap for all student groups by 50% by 2017.	
INSTALLATION	INSTRUCTIONAL CHANGE MANAGER	An Instructional Change Manager is identified for each RCI action plan.	The Instructional Change Manager maintains a focus on the implementation of the selected intervention.	The evidence summary shows that the Instructional Change Manager guided implementation of the usable intervention and communicated effectively to all stakeholders.	
INSTALLATION	RESOURCE ALLOCATION	Resources (e.g., staffing, scheduling, budget needs) are identified to support the selected usable intervention.	Resources (e.g., staffing, schedule, budgeting) are sufficient to produce desired impact of the usable intervention.	Resources are aligned, or realigned if necessary, to support full implementation of the usable intervention.	
INSTALLATION	TRAINING	Training activities to support successful implementation of the usable intervention are identified as action steps.	Staff, instructional leaders, and principals are engaged in training aligned to the usable intervention's critical features.	Staff engaged in training have opportunities for practice and feedback from peers, instructional leaders, and principals.	
INSTALLATION	COACHING	Coaches are identified in the RCI and support implementation of the usable intervention.	RCI evidence shows coaches actively engaged in efforts to facilitate installation activities (e.g., critical features, practice profiles).	RCI evidence summary details use of coaching strategies to strengthen instructional practice and build capacity across the system.	
INSTALLATION	SYSTEM RELATED CHANGES	The RCI includes initial steps that address system barriers (e.g., procedures, processes, structures) to successful implementation.	The RCI includes steps to address system barriers and support the use of multiple data sources to inform decision making , support processes and provide focus for outcomes.	The RCI aligns the system supports to make the usable intervention successful.	
INSTALLATION	DATA SYSTEM	Available data sources are identified and reviewed for use to support implementation of a usable intervention.	A variety of data tools are used to monitor implementation of usable interventions.	A variety of data sources and tools track adult and student behaviors in a format that allows all stakeholders to identify data patterns and trends.	
INSTALLATION	PRACTICE PROFILE	The RCI identifies the development of a practice profile as an installation activity in support of the usable intervention.	The practice profile includes identified critical features of the usable intervention to guide high-quality instruction.	Classroom observers and all teachers involved in the delivery of the usable intervention use the practice profile to measure fidelity of implementation.	
INSTALLATION	PLAN, DO, STUDY, ACT PDSA CYCLE (EFFORT)	The RCI shows data from the PDSA cycle is used in the process of monitoring adult effort during the installation stage.	The RCI reflects a PDSA cycle that is used to progress monitor adult effort expectations, and results are shared across teams.	Use of the PDSA cycle addresses: **STUDY-**Comparing adult effort expectations for each action activity with actual results. **ACT** -Identifying actions to overcome barriers, celebrate success, and determine next steps.	
INITIAL IMPLEMENTATION	COACHING	The RCI shows coaching strategies aligned to the initial implementation of a usable intervention.	The RCI shows that coaching focuses on the critical features of an intervention listed on the practice profile.	The RCI reflects coaching to advance fidelity of implementation aligned to the practice profile critical features listed for each intervention teachers use during instruction.	
INITIAL IMPLEMENTATION	IMPLEMENT INSTRUCTIONAL STRATEGY	The RCI evidence shows use of a practice profile to collect data on a usable intervention during classroom instruction.	The practice profile for each instructional strategy is regularly used to assess fidelity to the critical features. Fidelity results are shared across teams.	The practice profile fidelity results inform coaching and training needs to advance the implementation of the usable intervention. Training and coaching action steps are recorded in the RCI and implemented with the teaching staff.	
INITIAL IMPLEMENTATION	GROWTH MANAGEMENT	The RCI activities are linked through the use of the five active implementation frameworks.	The RCI shows that action steps are informed by considering the Implementation Science drivers to address needs and next steps.	The RCI evidence summary is updated at each meeting and shows successful use of both technical and adaptive solutions to address implementation needs to support intervention fidelity.	
INITIAL IMPLEMENTATION	PLAN, DO, STUDY, ACT PDSA CYCLE (FIDELITY)	The RCI shows data from PDSA cycles is used to monitor intervention fidelity as described on the practice profile.	The RCI reflects a PDSA cycle that is used for progress monitoring resulting in fidelity data based on a practice profile. Fidelity results are shared across teams.	Use of the PDSA cycle addresses: **STUDY-**Comparing fidelity expectations for each action activity with actual results. **ACT -** identifying actions to overcome barriers, celebrate success and determine next steps.	

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EXPLORATION	TEAM PROCESS	A Leadership Implementation Team (LIT) meets regularly to discuss instructional improvement.	The LIT directs the work of instructional improvement and records the action steps using the principles of Implementation Science to identify barriers and determine next steps.	The LIT uses evidence to identify barriers, determine next steps and links itself with other supportive teams leading to full implementation and sustainability of interventions.	
FULL IMPLEMENTATION	ONGOING COACHING	Coaches guide teachers to proficiency in the use of the usable intervention.	Coaches scaffold training and help teachers apply the usable intervention to multiple academic standards.	Coaches and teachers link fidelity data to student benchmark achievements. Coaches continue to support teachers to increase intervention fidelity and student achievement.	
FULL IMPLEMENTATION	ONGOING MONITORING OF STRATEGY	The RCI shows fidelity of implementation monitoring.	RCI monitoring documentation shows intervention fidelity remaining at or above 50% of teachers teaching at proficient levels.	RCI monitoring documentation shows maintenance or growth in fidelity. Student outcomes show positive impact.	
FULL IMPLEMENTATION	PLAN, DO, STUDY, ACT PDSA CYCLE (SUSTAINABILITY)	The RCI shows use of a PDSA cycle used to evaluate adult activities in full implementation.	Use of the PDSA cycle addresses: **STUDY-** Comparing fidelity expectations for each action activity with actual results. **ACT -** identifying actions to overcome barriers, celebrate success and determine next steps.	The PDSA cycle is used to evaluate the combined effect of all strategies. The Evidence Summary reflects next step actions based on the findings and identification of needs.	