

Sample Initiative Prioritization Rubric

COMPONENT	LEVELS			
	<\$100K	\$100K – 500K	\$500k – 1M	\$1M+
Cost Level <i>The level of cost to the district of running the initiative</i>	<i>Cost levels can be determined by the district as appropriate. Provided cutoffs are examples based on administrative needs and requirements for approval by the Guilford County Schools' board of education.</i>			
Scale <i>How many people the initiative impacts</i>	Limited Reach	Targeted Reach	Majority Reach	Full Reach
	District Staff: Only a handful of central office staff are served by the initiative	District Staff: 1–2 entire central office departments are served by the initiative	District Staff: Most central office staff are served by the initiative	District Staff: All central office staff are served by the initiative
	School Staff: Only a handful of school building staff are served by the initiative	School Staff: 1–2 roles (e.g., curriculum facilitator, grade-level PLCs, principals) are served by the initiative	School Staff: Most school staff (e.g., curriculum facilitator, grade-level PLCs, principals) are served by the initiative	School Staff: All school staff are served by the initiative
	Campus: Only a handful of campuses are part of the initiative	Campus: A mix of elementary, middle, and/or high school campuses are part of the initiative	Campus: A mix of elementary, middle, and/or high school campuses are part of the initiative	Campus: All campuses are part of the initiative
	Grade: Only 1–2 grade levels are part of the initiative	Grade: Multiple grade levels across middle, elementary, and/or high school are part of the initiative	Grade: Multiple grade levels across middle, elementary, and/or high school are part of the initiative	Grade: All grade levels are part of the initiative
	Student Group: Only 1–2 specific student groups are served by the initiative	Student Group: Only 1–2 specific student groups are served by the initiative; less than half of the overall student population is served by the initiative	Student Group: More than half of the overall student population is served by the initiative	Student Group: All students are served by the initiative

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This figure appeared in the December 2025/January 2026 issue of *Educational Leadership* as part of the article “Cutting Through Initiative Overload” by Erin Philip, Tiffany Perkins, Sonya Stephens, and José Oliva. <https://www.ascd.org/el/articles/cutting-through-initiative-overload>

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Type of Evidence Available <i>The type of internal or external evidence that is actually available to understand the initiative's impact</i>	No data collected Data has not yet been collected to understand impact, or very little evidence (internal or external) exists to demonstrate impact. If internal evidence exists, it is mostly anecdotal	Summative or one-time measures collected, and/or some external evidence Impact is measured by summative or one-time measures such as high-stakes test scores (e.g., end-of-grade, end-of-course assessments), graduation rates, etc. and/or there is some degree of external evidence demonstrating similar initiatives' impact	Process and implementation data collected in addition to summative or one-time measures, and/or a good degree of external evidence Impact measurement includes process and implementation data (e.g., attendance, participation, changes in knowledge and behavior), as well as summative or one-time measures, and/or there is a good degree of external evidence demonstrating similar initiatives' impact	Isolated impact of initiative, and/or a great deal of external evidence Impact measurement includes analysis that isolates the impact of the initiative on outcomes, and/or there is a great deal of external evidence demonstrating similar initiatives' impact
Effectiveness of Initiative <i>How well the initiative contributes toward expected outcomes based on available internal or external evidence</i>	Initiative not effective in achieving outcomes	Initiative somewhat effective in achieving outcomes, but significant room for improvement	Initiative mostly effective in achieving outcomes, with some room for improvement	Initiative highly effective in achieving outcomes; little to no room for improvement
Alignment to Priority or Commitment <i>How well the initiative aligns with strategic priorities and commitments for the organization's strategic direction</i>	Initiative not clearly aligned to priority or commitment for the strategic direction	Initiative somewhat aligned to priority or commitment	Initiative clearly aligned to priority or commitment	Initiative clearly aligned to multiple priorities or commitments for the strategic direction

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