**Arizona Department of Education**

**Comprehensive and Targeted School Application**

**Scoring Rubric 2016-2017**

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| --- | --- |
| LEA/Charter Holder: | School: |
|  |  |
| Comprehensive Support | Targeted Support |
| Reason for Identification: | Reviewer #1 and Date: |
|  | Reviewer #2 |

**Assurances are checked and signed yes ☐ no ☐**

|  |  |  |
| --- | --- | --- |
| **Criteria:** | **Points Received** | **Possible points** |
| 1. Needs Assessment |  |  |
| 1. Primary Concerns and Root Causes |  |  |
| 1. Implementation |  |  |
| 1. Professional Learning |  |  |
| 1. External Provider |  |  |
| 1. Capacity |  |  |
| 1. Sustainability |  |  |
| 1. LEA Support |  |  |
| Total Points | / |  |
|  | % | Minimum 70% |

Note: This is an application grant. A minimum of 70% of total LEA possible points is required.

* Priority consideration will be given to LEAs that serve high numbers of schools demonstrating the greatest need and strongest commitment to using funds to improve student achievement and student outcomes (ESSA Section 5-61-23).
* Priority consideration will be given to LEAs serving the highest percentage of schools identified for comprehensive support and improvement and implementing targeted support and improvement plans (ESSA Section 5-61-23).
* Allocations will be based on:
  + the total dollar amount Support and Innovation receives;
  + evidence of need in the application;
  + planned use of funds for “…evidenced based strategies to improve student achievement, instruction and schools;
  + the thoroughness and alignment of the proposed budget narrative;
  + LEAs plan to monitor and evaluate L/CIP implementation and the use of funds to effectively implement selected evidenced-based interventions, strategies and action steps;
  + Any other guidance ADE receives from the DOE in regards to the implementation of ESSA Section 5-61-23.

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| --- | --- | --- | --- | --- |
| 1. Needs assesmenT Total | | | | |
| Elements | **0-10** | **11-20** | | **21-30** |
| 1. Needs assessment process used to gather and analyze data | Very brief summary of needs assessment process without details. | Summary of needs assessment process is described with some details. | | Summary of needs assessment process is clearly described including details. |
| 2. Describe what the needs assessment data say. Include a list of the data used for the needs assessment if not using SRA. | Extremely limited or no data analysis. | Analysis of data is summarized and includes some data for Turnaround Principles; includes a list of the data used (if not using SRA). | | Data analysis is detailed and includes specific data for all 7 Turnaround Principles; includes a list of the data used (if not using SRA). |
| 3. SRA or other needs assessment used. | Not attached | Attached, but not complete | | Completed and attached |
| 1. Primary Concerns and Root Causes | |  | | Total |
| Elements | **0-10** | **11-20** | | **21-30** |
| 4. Describe student achievement in reading and math, | Includes data from one or two data sources or whole school data only. | | Includes AZMerit as well as other assessment data (benchmark, interim, formative and summative) but only includes whole school, all students and bottom 25%. | Includes AZMerit as well as other assessment data (benchmark, interim, formative and summative) and includes whole school, all grade levels served, all students, the bottom 25% and other applicable subgroups (i.e. ELL, ESS). |
| 5. Completed State B 25%Technical Assistance Worksheet | Not completed | | Completed incorrectly | Completed correctly |
| 6. The top three to four primary concerns that are impacting student performance | Three to four concerns are listed. | | Three to four concerns area listed including a few details. | Three to four concerns are listed and described in detail. |
| 7. The top three to four root causes for these primary concerns | Three to four root causes are listed. | | Three to four root causes area listed including a few details. | Three to four root causes are listed and described in detail. |
| 1. Implementation Total | | | | |
| Elements | **0-10** | **11-20** | | **21-30** |
| 8. The 7 Turnaround Principles addressing identified root causes | The 7 Turnaround Principles addressing identified root causes are listed. | The 7 Turnaround Principles addressing identified root causes are listed with some explanation of the connection. | | The 7 Turnaround Principles addressing identified root causes are listed with detailed explanation of the connection. |
| 9. The 7 Turnaround Principles the Comprehensive and Targeted School grant will specifically fund | The Turnaround Principles the Comprehensive and Targeted School grant will fund are listed with no explanation. | The Turnaround Principles the Comprehensive and Targeted School grant will specifically fund are listed and explained in some detail. | | The Turnaround Principles the Comprehensive and Targeted School grant will specifically fund are listed and fully explained with a lot of detail. |
| 10.Strategies and action steps in your L/SCIP this grant will fund | Strategies and action steps in the L/SCIP this grant will fund are not listed | General strategies and action steps this grant will fund are included in the L/SCIP. | | Specific strategies and specific, detailed action steps this grant will fund are included the L/SCIP. |
| 11. Overview or summary of the total “project” to be funded by this grant. | Brief overview or summary of the total “project” to be funded by this grant is provided | Overview or summary of the total “project” to be funded by this grant is provided. | | Detailed overview or summary of the total “project” to be funded by this grant is provided and is  written in a way that it is easily understood and pictured. |
| 12. List student achievement goals for all students and for bottom 25%. | Student achievement goals are included, but do not meet the criteria to be SMART goals. | Student achievement SMART(Specific and  Strategic, Measureable, Attainable, Relevant and Rigorous and Time bound) goals are included for ELA and Math for all students and bottom 25% whole school only. | | Ambitious student achievement SMART(Specific and  Strategic, Measureable, Attainable, Relevant and Rigorous and Time bound) goals are included for ELA and Math for all students (by grade level and whole school) and bottom 25% (by grade level and whole school) |
| 13. SY15-16 SCIP including met and unmet goals | Plan not provided and/ or no data on goals. | Plan provided with met and unmet goals noted, but contributing factors are not included. | | Plan provided with met and unmet goals noted contributing factors are explained. |
| 1. *Professional Learning* | **N/A**  **(will not effect 70%)** |  | | Total |
| Elements | **0-10** | **11-20** | | **21-30** |
| *14. Evidence of the school principal’s Turnaround Leader competencies (Public Impact Report Turnaround Leader Actions and Competencies* [*http://publicimpact.com/school-turnarounds/*](http://publicimpact.com/school-turnarounds/) *)*  *or*  *the selected leadership development program the principal will attend.* | No evidence of the school principal’s Turnaround Leader competencies are listed  or  Leadership development program is not identified or not described. | Evidence of the school principal’s Turnaround Leader competencies includes a few examples  or  Leadership development program is identified but not described. | | Evidence of the school principal’s Turnaround Leader competencies includes numerous specific examples  or  Leadership development program is identified and briefly described. |
| *15. Professional Learning planned to address root causes and increase student achievement* | No professional learning plan/calendar and/or no correlation to concerns and root causes, | Brief professional learning plan/calendar but little correlation to concerns and root causes, | | Fully developed professional learning plan/calendar based on concerns and root causes. |
| *16. Outcomes from planned professional learning.* | One or no outcome or very general outcomes for planned professional leaning activities are included. | Two or three outcomes for each planned professional leaning activity are included. | | Three or more specific outcomes for each planned professional learning activity are included. Outcomes are directly linked to documented need/root cause. |
| *17. Professional Learning evaluation process* | No plan for evaluating professional learning activities is provided. | General plan for evaluating professional learning activities is provided. | | Detailed plan for evaluating professional learning activities is provided, including how data gathered will be used. |
| *18. Changing practice in the classroom to increase student achievement* | Minimal or no plan to monitor expected changes in teaching practice provided. | General plan to monitor expected changes in teaching practice is provided. | | Specific plan to communicate and monitor expected changes in teaching practice is provided. |
| 1. *External Provider* | **N/A**  **(will not effect 70%)** |  | | Total |
| Elements | **0-10** | **11-20** | | **21-30** |
| *19.List of the provider’s name, the scope of work and link to concern/root cause as well as the Turnaround Principle that the provider will address* | List of grant funded external providers only, no other information provided. | List of grant funded external providers with minimal other information provided. | | List of grant funded external providers and their area of expertise linked to identified concerns/root causes and Turnaround Principle to be addressed.  Brief description of their proposed services. |
| *20. Expected outcomes for each proposed provider* | General outcomes for external providers are included. | Outcomes for each external provider are included. | | Multiple, specific outcomes for each external provider are included. Outcomes are directly linked to documented need/root cause. |
| *21. Changing practice in the classroom to increase student achievement* | Minimal or no plan to monitor expected changes in teaching practice provided. | General plan to monitor expected changes in teaching practice is provided. | | Specific plan to communicate and monitor expected changes in teaching practice is provided. |
| 1. Culture, Commitment and Capacity | |  | |  |
| Elements | **0-10** | **11-20** | | **21-30** |
| *22.The school’s current culture as it pertains to a culture of learning and/or a culture of achievement* | School’s current culture as it pertains to a culture of learning and/or a culture of achievement is minimally described. | School’s current culture as it pertains to a culture of learning and/or a culture of achievement is briefly described. | | School’s current culture as it pertains to a culture of learning and/or a culture of achievement is described in detail. |
| *23.The actions the principal and Leadership Team will take to improve or maintain a school culture that supports learning for all students* | The actions the principal and Leadership Team will take to create, improve or maintain a culture of learning/achievement are not described. | The actions the principal and Leadership Team will take to create, improve or maintain a culture of learning/achievement are briefly described. | | The actions the principal and Leadership Team will take to create, improve or maintain a culture of learning/achievement are described in detail. |
| *24. The actions the School Board, LEA and school site principal and Leadership Team will demonstrate to increase commitment and support from staff, families and community members in order to implement the chosen 7 Turnaround Principles.* | Actions the School Board, LEA and school site principal will demonstrate to increase commitment and support from staff, families and community members in order to implement the chosen 7 Turnaround Principles are not described. | Actions the School Board, LEA and school site principal will demonstrate to increase commitment and support from staff, families and community members in order to implement the chosen 7 Turnaround Principles are briefly described. | | The actions the School Board, LEA and school site principal and Leadership Team will demonstrate to increase commitment and support from staff, families and community members in order to implement the chosen 7 Turnaround Principles are described in detail, with examples. |
| *25. Actions the School Board and LEA will take to ensure the effectiveness of the school site principal in overseeing the improvement efforts.* | The actions the School Board and LEA will take to ensure the effectiveness of the school site principal in overseeing the improvement efforts are not described. | The actions the School Board and LEA will take to ensure the effectiveness of the school site principal in overseeing the improvement efforts are briefly described. | | The actions the School Board and LEA will take to ensure the effectiveness of the school site principal in overseeing the improvement efforts are described in detail. |
| *26. Actions the School Board and LEA will take to ensure the school is implementing a guaranteed and viable curriculum aligned with the current Arizona State Standards.* | Actions the School Board and LEA will take to ensure the school is implementing a guaranteed and viable curriculum aligned with the current Arizona State Standards are not described. | Actions the School Board and LEA will take to ensure the school is implementing a guaranteed and viable curriculum aligned with the current Arizona State Standards are briefly described. | | Actions the School Board and LEA will take to ensure the school is implementing a guaranteed and viable curriculum aligned with the current Arizona State Standards are described in detail. |
| *27. LEA’s comprehensive assessment/data system.* | The system described is very limited. | The LEA’s comprehensive assessment/data system described includes the coherent use of some, but not all of the following, screeners, diagnostic, interim, benchmark, formative, and summative assessment | | The LEA’s comprehensive assessment/data system described includes the coherent use of screeners, diagnostic, interim, benchmark, formative, and summative assessments. The system ensures that assessments are used appropriately and for the proper purpose. |
| *28. School principal will ensure the teachers are using the comprehensive assessment data system to plan and inform instruction.* | There is no formal plan. | The principal has a plan to ensure teachers use the data to plan and inform instruction. But, there is no grade level and teacher accountability included in the plan. | | The principal has an extensive plan to ensure teachers use the data to plan and inform instruction. Grade level and teacher accountability is included in the plan. |
| *29. LEA’s system of Fiscal services to manage funds in accordance with business best practices and applicable federal and state statutes, regulations, program plans and general statement of assurances.* | The LEA does not have written fiscal standard operating procedures in place to ensure the grant is managed in accordance with business best practices and applicable federal and state statutes, regulations, program plans and general statement of assurances. | Some of the required written fiscal standard operating procedures are in place and there is evidence that they are followed to ensure the grant is managed in accordance with business best practices and applicable federal and state statutes, regulations, program plans and general statement of assurances. | | All required written fiscal standard operating procedures are in place and there is evidence that they are followed to ensure the grant is managed in accordance with business best practices and applicable federal and state statutes, regulations, program plans and general statement of assurances. |
| 1. Sustainability |  |  | | Total |
| Elements | **0-10** | **11-20** | | **21-30** |
| *30. The LEA intentionally builds capacity to ensure the interventions implemented successfully are sustained after the grant money is no longer available* | The plan is briefly described, no funding sources cited or there is no plan. | The LEA’s plan to intentionally build capacity to ensure the successful interventions are sustained after the grant money is no longer available is briefly described including funding sources. | | The LEA’s plan to intentionally build capacity to ensure the successful interventions are sustained after the grant money is no longer available, is described in detail including funding sources |
| 1. LEA Support |  |  | | Total |
| Elements | **0-10** | **11-20** | | **21-30** |
| *31.The LEA’s plan to provide comprehensive support to school/s in developing and implementing continuous improvement plans* | Limited or no plan to provide some support to school/s in developing and implementing continuous improvement plans. | General plan to provide some support to school/s in developing and implementing continuous improvement plans. | | Detailed plan to provide extensive support to school/s in developing and implementing continuous improvement plans. |
| *32. The LEA’s plans to monitor school/s receiving grant funds, both programmatically and fiscally.* | A plan to monitor school/s receiving grant funds, either programmatically or fiscally, but not regularly or no plan. | A general plan to regularly monitor school/s receiving grant funds, both programmatically and fiscally. | | Detailed plans to regularly monitor school/s receiving grant funds, both programmatically and fiscally. |
| *33. Process the LEA will use to recruit, screen, select, and evaluate external partners.* | The LEA does not have a process to recruit, screen, select, or evaluate external partners. | A process that the LEA will use to do some, but not all of the following, recruit, screen, select, and evaluate external partner is described. | | A detailed process that the LEA will use to recruit, screen, select, and evaluate external partners is fully described. |
| *34. The LEA has a procedure that will allow the school principal the necessary operational flexibility* | The LEA’s will not allow the school principal the necessary operational flexibility or no plan is in place. | The LEA’s procedure to allow the school principal the necessary operational flexibility is exists, but it vague. | | The LEA’s procedure to allow the school principal necessary operational flexibility is well developed and described in detail. |
| *35. LEA’s commitment statement strongly supports the school/s, staff/s and students to make significant increases in student achievement.* | The commitment statement describing the LEA’s commitment is brief, shows no urgency and is not convincing. | The commitment statement describing the LEA’s commitment is brief, but somewhat convincing. | | The commitment statement describing the LEA’s commitment shows urgency andis compelling and persuasive. |
| *36. Submit description of successful school improvement initiatives now in place, including an outline of implemented interventions with the evidence of positive results, increasing student achievement* | Description includes successful school improvement initiatives now in place, but has little or no evidence of success or no description given. | Answer includes brief descriptions of successful school improvement initiatives now in place, including some of the implemented interventions with some evidence of positive results and increased student achievement. | | Answer includes detailed description of successful school improvement initiatives now in place, including an outline of all implemented interventions with the solid evidence of positive results and increased student achievement. |