**Arizona Department of Education**

**School Improvement Grant 1003(g)**

**SIG Continuation Application Scoring Rubric SY 2016-2017**

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| LEA/Charter Holder Name: District | School:  |
|  |  |
| Cohort and Model  | Education Program Specialist:  |
|  |  |
| Reason for Identification:  | Reviewer and Date:  |
|  |  |

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

**Year 3 Implementation**

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| **Eligibility Criteria:** | **Points Received** | **Total Possible points** |
| 1. LEA and School Leadership
 |  | 40 |
| 1. Implementation of Model
 |  | 60 |
| 1. Student Outcomes (the total amount of points received is times by 4)
 |  | 80 |
| 1. Teacher Performance
 |  | 60 |
| 1. Sustainability (The total amount of points received is times by 4)
 |  | 120 |
| Total Points= |  | 360 |

**Scoring Directions:**

* LEA’s will submit a SIG Continuation Application on behalf of each currently funded SIG school.
* ADE will review and score each application submitted.
* Each school may receive a total of 360 points.
* If an LEA has more than one school, each school is scored individually and all scores are added together to get an overall LEA score.

***An LEA must have a minimum score of 70% to receive continuation funding.***

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| **Timeline** | **Activity** |
|  April 21, 2016 | LEA submits Continuation Application |
| April 22-29, 2016 | ADE Reviews Applications |
| April 29, 2016 | Award and Non-Award letters sent to LEA  |

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| 1. **LEA and School Leadership**
 |
| **Elements** | **0** | **5** | **10** |
| 1.* Describe the progress that has been made to increase LEA and school leadership capacity during implementation of the SIG intervention model.
* Highlight key turnaround competencies of the school leader.
* Provide information on LEA leadership and school principal turnover rates since implementation of the chosen intervention model.
 | All Criteria for a score of 5 are not met | * Progress is described **but** does not include strategies to increase school leadership capacity.
* Key turnaround competencies of the school leadership team are listed
* LEA provided principal turnover rates.
 | * Progress has been clearly described including strategies to increase school leadership capacity.
	+ LEA included professional development the school leadership team attended
	+ Goals are clearly defined to the school leadership team.
* Key turnaround competencies of the school leadership team are listed
* LEA provided principal turnover rates.
 |
| 2.What are the needs of the principals in implementing teacher evaluations which contain student growth as a significant factor? How does the LEA know what the needs are? Provide data to justify needs statements.  | All Criteria for a score of 5 are not met | * The needs of the teachers regarding the implementation of the chosen evaluation instrument are clearly identified.
 | * The needs of the teachers regarding the implementation of the chosen evaluation instrument are clearly identified.

 * Valid data is presented to justify all needs.(for example: past evaluations, new hire profiles)
 |
| 3.* What strategies will the LEA use to fully implement principal evaluations which contain student growth as a significant factor? How will the LEA monitor the implementation of the evaluations?
 | All Criteria for a score of 5 are not met | * Strategies the LEA will use to support the ongoing implementation of the evaluation instrument are described.
* All needs are addressed in the strategies
* The progress monitoring system the LEA will use in the ongoing implementation of the teacher and principal evaluation instrument. Is included.
 | * Strategies the LEA will use to support the ongoing implementation of the evaluation instrument are thoroughly described and include the following:
	+ Classroom observations
	+ Student Learning Objectives
	+ Support for teachers and principals not increasing student achievement.
	+ A clear timeline of support of, and removal of, a teacher or principal not making satisfactory progress.
* All needs are addressed in the strategies
 |
| 4.* What SIG dollars will be needed to support these strategies?
* How much money will be spent at the building level?
* How much money will be spent at the District level?
 | All criteria for the score of 10 are not met | N/A | * An itemized school and district budget that is aligned with the strategies.
	+ Every expenditure is clearly linked to a strategy
	+ Each expenditure is clearly explained with evidence that the costs and the sources have been researched and are realistic.
	+ Purposed SIG funds are used in a cost effective and fiscally responsible manner.
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| **B. Implementation of Model** |
| **Elements** | **0** | **5** | **10** |
| 5.* Attach the LEA/School Continuous Improvement Plan.
* Identify goals that have been met and the contributing factors.
* Identify goals that are not yet met and the contributing factors.
 | All criteria for a score of 5 are not met | * The LEA’s annual goals are specific, measurable, attainable, relevant and time based.
* Academic subgroups are not disaggregated.
* Goals that are met are identified.
* Goals that are not yet met are identified.
 | * The LEA’s annual goals are specific, measurable, attainable, relevant and time based.
* Academic subgroups are disaggregated.
* Goals that are met are identified with contributing factors.
* Goals that are not yet met have contributing factors.
 |
| 6.* Describe the ***successes*** you experienced while implementing the SIG Intervention Model during years 1 and 2.
* Include the indicators of success.
 | All criteria for a score of 5 are not met | * Successes are described with little or no detail.
* No supporting data.
 | * Successes are described with detail and include data to support success.
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| 7.* Describe the ***challenges*** you experienced while implementing the SIG Intervention Model during years 1 and 2.
* Include indicators of the challenges.
 | All criteria for a score of 5 are not met | * Challenges are described with little or no detail.
* No indicators provided.
 | * Challenges are described with details
* Indicators are provided.
 |
| 8.* Identify specific steps the LEA and schools will take to adjust and address the challenges. This may include how the LEA will modify its practices or policies, if necessary, to enable the implementation of the chosen intervention model fully and effectively.
 | All criteria for a score of 5 are not met | * Strategies do not clearly or completely address the challenges.
* No process for monitoring the implementation of the strategies is included.
* Policies and procedures are not thoroughly addressed.
 | * Strategies clearly and completely address the challenges.
* A process for monitoring the implementation of the strategies is included.
* Policies and procedures exist to ensure the challenges are thoroughly addressed.
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| 9.* List the external and internal providers used in year 2. Will their services be continued into year 3?
* Provide evidence of each provider’s performance. How did the LEA hold each provider accountable for their performance? Will you use this evaluation system this year? If not, what adjustments will you make?
 | All criteria for a score of 5 are not met | * LEA has a limited process to recruit, screen, select and evaluate external providers.
 | * LEA has a process to recruit, screen, select and evaluate external and internal providers
	+ LEA’s chosen external and internal providers are based on school need.
	+ LEA has a plan to check references of the provider(s).
	+ LEA has a process that ensures that the external and internal provider has a clear scope of work that is aligned with the needs of the school.
	+ The LEA has established performance measures for each external and internal provider.
	+ The LEA’s plan for monitoring is included.
	+ LEA provides support to the external and internal providers to guarantee external and internal provider is meeting the needs of the school.
* Or, LEA states that no external providers will be used.
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| 1. **Student Outcomes**
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| Elements | 0 | 5 | 10 |
| 10.* Describe the progress that has been made regarding student outcomes during implementation of the SIG intervention model.
* Highlight data trends for math and reading proficiency, graduation rates, demographics, school environment, and instructional data since beginning implementation of the chosen intervention model.
 | All criteria for a score of 5 are not met | * The LEA and School leadership vaguely describe the progress that has been made.
* Trends are not identified for all areas (math and reading proficiency, grad rate, demographic trends, school environmental trends, and instructional data).
* Little data is provided.
* No strategies are listed to address negative trends.
* Completed B25% Tool is provided.
 | * The LEA and School leadership clearly describe, with supporting data, the progress that has been made as it relates to student outcomes.
* Trends are clearly highlighted with data supporting math and reading proficiency, grad rate, demographic trends, school environmental trends, and instructional data.
* Some strategies may be listed to address negative trends in the highlighted data.
* Completed B25% Tool is provided.
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| 11.* What are the annual goals for school year 16-17 for student achievement (all students and bottom 25%) on the State’s assessment in both ELA and mathematics and what professional development will the school implement to increase student achievement?
* How will the LEA and site leadership monitor the

implementation of the newly learned strategies? | All criteria for a score of 5 are not met | * The annual goals for student achievement are specific, measurable, attainable, relevant and time based.
* Academic goals are not broken down by subgroups.
* PD strategies are differentiated but do not reference student achievement data as a determining factor.
* A limited description of how the LEA will monitor the implementation of strategies is provided.
* No description of **routine** monitoring for new strategies learned is included.
* Extended learning program is described
 | * The annual goals for student achievement are specific, measurable, attainable, relevant and time based.
* Academic goals are broken down by grade, subject and sub-groups.
* Strategies for PD contain a clear connection to increasing student achievement.
* PD strategies are differentiated using the student achievement data.
* A detailed description of how the LEA will monitor the implementation of strategies is provided. .
* A complete description of **routine** monitoring for new strategies learned is included
 |
| 12.* Describe extended learning time and provide documentation
* Was it successful?
* If not, what will be done differently?
 | All criteria for a score of 5 are not met | * Extended learning program is briefly described.
* Sparse documentation provided.
* Insufficient data provided
* If not successful, partial plan for changes is included.
 | . * Extended learning program is described in detail.
* Schedule, plans, materials and other documentation is provided
* Data indicating success is provided.
* If not successful, complete plan for changes is included.
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| 1. **Teacher Performance**
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| Elements | 0 | 5 | 10 |
| 13.* What are the needs of the school with regard to recruiting, placing, and retaining teachers with the demonstrated ability to increase student achievement?
* How does the LEA know what the need is?
* Provide data to justify the need.
 | All criteria for a score of 5 are not met | * The school needs in regards to recruiting, placing, and retaining teachers with skills and dispositions necessary to increase student achievement are described.
 | * The school needs in regards to recruiting, placing, and retaining teachers with skills and dispositions necessary to increase student achievement are described.
* Valid Data (i.e. Student data, master schedule, hiring process).
 |
| 14.* What strategies will the LEA use to address the needs of the school listed above.
* How will the LEA monitor and evaluate implementation of the strategies?
 | All criteria for a score of 5 are not met | * Strategies to be used to revise the recruitment, placement and retention practices in order to assure that all teachers have the skills and dispositions necessary to increase student achievement are described.
* A minimal process for monitoring the implementation of the strategies to recruit, place, and retain teachers who have the skills and dispositions necessary to increase student achievement is described.
 | * Strategies to be used to revise the recruitment, placement and retention practices in order to assure that all teachers have the skills and dispositions necessary to increase student achievement are described.
* Strategies are described in detail, such as financial incentives, career growth, and more flexible work conditions that are offered to staff with a proven track record of increasing student achievement.
* A thorough process for monitoring the implementation of the strategies to recruit, place, and retain teachers who have the skills and dispositions necessary to increase student achievement is described.
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| 15.* What SIG dollars will be needed to support these strategies?
* How much money will be spent at the building level?
* How much money will be spent at the District level?
 | All criteria for a score of 10 are not met | N/A | * An itemized building and district budget that is aligned with the strategies is included.
	+ Every expenditure is clearly liked to a strategy
	+ Every expenditure is clearly explained with evidence that the cost and sources have been researched.
	+ Purposed SIG funds are used in a cost effective and fiscally responsible manner.
	+ Shared governance of SIG funds is clearly illustrated.
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| 16.* What are the needs of the building with regard to identifying staff who are increasing student achievement and those who are not?
* How does the LEA know what the needs are?
* Provide data to justify needs statements.
 | All criteria for a score of 5 are not met | * School needs are clearly described with regard to
	+ Identifying and rewarding staff who are increasing student achievement and
	+ Identifying, supporting, and removing those staff that are not increasing student achievement.
 | * School needs are clearly described with regard to
	+ Identifying and rewarding staff who are increasing student achievement and
	+ Identifying, supporting, and removing those staff that are not increasing student achievement.
* Valid data (i.e. evaluations, needs assessment)
 |
| 17.* What strategies will the LEA use to support the needs of the school with regard to staff who are and are not increasing student achievement?
* How will the LEA monitor the implementation of the strategies?
 | All criteria for a score of 10 are not met | N/A | * Strategies the LEA will use to identify, supporting, and removing those staff who are not increasing student achievement. Are fully described.
* The process for monitoring the strategies is described.
 |
| 18.* What SIG dollars will be needed to support these strategies?
* How much money will be spent at the building level?
* How much money will be spent at the District level?
 | All criteria for a score of 10 are not met | N/A | * An itemized school and district budget list that is aligned with the strategies is provided.
	+ Every expenditure is clearly linked to a strategy
	+ Every expenditure is clearly explained with evidence that the costs and the sources have been researched and are accurate.
	+ Purposed SIG funds are used in a cost effective and fiscally responsible manner.

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| **E. Sustainability Capacity** |
| Elements | 0 | 5 | 10 |
| 19.* Describe how the prior year SIG funding has been used to increase LEA and school capacity?
* Briefly describe the LEA sustainability plan and how it aligns with your year three implementation plan.
* How will the year three funds be used for sustainability of improvement efforts?
* Identify what strategies will be used to effectively prepare to sustain successful processes/systems/programs
 | All criteria for a score of 5 are not met | * The sustainability plan is described, but is **not connected** to the three year school implementation plan.
* A detailed sustainability plan with minimal connection to how SIG funds will be utilized to support the efforts is provided
* Minimal strategies are identified to help effectively prepare for successful sustainability efforts.
 | * Description of how the prior year SIG funding has increased LEA and school capacity is provided. Evidence is included as supporting documentation.
* The sustainability plan and the connection to the three year school implementation plan is described.
* A detailed sustainability plan and the connection to how SIG funds will be utilized to support the efforts is provided
* Strategies used to effectively prepare to sustain successful processes/systems/programs are identified.
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| 20.* Identify and list strategies in the school improvement plan that cannot be implemented in the absence of SIG money?
 | All criteria for a score of 10 are not met | N/A | * Strategies that cannot be implemented in the absence of SIG money are identified/listed.
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| 22.* Describe how these strategies will be sustained once the SIG funding ends.
 | All criteria for a score of 5 are not met | * At least 50% of strategies can be implemented in the absence of SIG funds.
* How local, state, federal dollars and any competitive grant funds will be used in the future to sustain the SIG intervention components/strategies once SIG funding is no longer available is minimally described.
 | * At least 75% of strategies can be implemented in the absence of SIG funds.
* How local, state, federal dollars and any competitive grant funds will be used in the future to sustain the SIG intervention components/strategies once SIG funding is no longer available is minimally described in detail.
* Explanation of how existing resources will be used to sustain the reforms once SIG funding is no longer available is provided.
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