**Arizona Department of Education**

**School Improvement Grant 1003(g) Sustainability Application Scoring Rubric**

|  |  |  |
| --- | --- | --- |
| LEA/Charter Holder Name: District |  |  |
|  |  | CTDS# |
| School/s:  | **Reason for Identification:** | Education Program Specialist:  |
|  |  | Reviewer and Date:  |
|  |  | #1 |
|  |  | #2 |
| Required Information |  |  |
|  | **YES** | NO |
| Signatures |  |  |
| LEA Team |  |  |
| School Team/s |  |  |
| Yearly budget requests |  |  |
| Assurances |  |  |
| All required documents  |  |  |

|  |  |  |
| --- | --- | --- |
| VIII. Required Compliance Evidence  | YES | NO |
| *Written procedures to implement the requirements of minimizing the time elapsing between receipt and expenditure of federal funds.* |  |  |
| *Written procedures for determining the allowability of costs.*  |  |  |
| Programmatic compliance  |  |  |
| Fiscal Compliance  |  |  |
| Accurate and timely programmatic reports |  |  |

|  |  |  |
| --- | --- | --- |
| IX. Eligibility Criteria | Points Received | Total Possible points |
| 1. Implementation of the Selected Model
 |  |  |
| 1. Comprehensive Needs Assessment
 |  |  |
| 1. Primary Concerns and Root Causes
 |  |  |
| 1. Sustainability Planning
 |  |  |
| 1. LEA Support
 |  |  |
| 1. External Providers
 |  |  |
| 1. Culture, Capacity and Commitment
 |  |  |
| 1. Professional Learning
 |  |  |
| 1. Budget
 |  |  |

|  |  |  |
| --- | --- | --- |
| *Total Points* | */* | *%* |
|  |  |  |

|  |
| --- |
| 1. IMPLEMENTATION OF THE SELECTED MODEL
 |
|  | 0-1 | 2-3 | 4-5 |
| ****1.Replace the principal**** | Very few of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | Some of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | The following are all addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? |
| ****2.Provide********job-embedded professional development**** | Very few of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | Some of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | The following are all addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? |
| ****3.Implement rigorous********teacher evaluation**** | Very few of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | Some of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | The following are all addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? |
| ****4.Offer financial and career advancement incentives**** | Very few of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | Some of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | The following are all addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? |
| ****5.Implement comprehensive instructional reform**** | Very few of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | Some of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | The following are all addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? |
| ****6.Extend Learning time and********teacher-planning time**** | Very few of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | Some of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | The following are all addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? |
| ****7.Create community-orientation**** | Very few of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | Some of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | The following are all addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? |
| ****8.Provide operating flexibility**** | Very few of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | Some of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | The following are all addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? |
| ****9.Provide sustained LEA support**** | Very few of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | Some of the following are addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element? | The following are all addressed: action steps implemented; implementation dates; successful/not successful; evaluation method; continued or discontinued; if discontinued, what is in place now to address this element |

|  |
| --- |
| 1. COMPREHENSIVE Needs Assessment
 |
|  | 0-1 | 2-3 | 4-5 |
| 1. Describe the needs assessment process
 | * Process is not described or doesn’t include methodology to gather data
* Stakeholders involved in the process are not listed
 | * Process is briefly described including methodology to gather data
* Stakeholders involved in the process are listed
 | * Process is described fully, including methodology to gather data
* All stakeholders, including families and community members, integrally involved in the process are described
 |
| 1. Describe the data analysis process
 | * Data analysis process is not described
 | * Data analysis process is described
 | * Data analysis process is described in detail.
 |
| Specific school needs | * Identified needs are not listed
 | * Identified needs are listed
 | * Identified needs are listed in detail for each applicable Principle
 |

|  |
| --- |
| 1. Primary Concerns and Root causes
 |
|  | 0-1 | 2-3 | 4-5 |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Describe ELA/ reading and math student achievement, using AzMERIT and other assessment data (benchmark, interim, formative, summative, others) for all grade levels served, all students, and applicable subgroups (i.e. ELL, ESS. low socio-economic, gender, race), as well as whole school data
 | * Student achievement in ELA/reading and Math is described briefly
* School level data for all students are included
 | * Student achievement in ELA/reading and Math is described
* Data from multiple measures are included
* School level data for all students are included
 | * Student achievement in ELA/reading and Math is described in detail
* Detailed data from multiple measures are included
* School level data for all students are included
* Grade level data for all students are included
* Data for separate subgroups are included
 |
| 1. Top three primary concerns impacting student achievement? Identify gaps; programmatic, service and/or staff related
 | * Concerns are identified
* Gaps are not
 | * Top 3 concerns are identified
* Gaps are identified and described briefly
 | * Top 3 concerns are identified
* Gaps are identified and described in detail
 |
| 1. Are concerns different from previous years? If not, what have you previously done to address them

*If not-NA* | * Concerns same as previous years listed and attempts to address them are not described
 | * Concerns same as previous years listed and attempts to address them are described
 | * Concerns same as previous years listed and attempts to address them are described in detail
 |
| 1. Conduct root cause analysis
 | * Process is described
* Concern/problem statements are not written
 | * Process is described including who participated
* Primary concerns are identified
* Concern/problem statements are written
 | * Process is described in detail including who participated
* 3 Primary concerns are identified
* 3 Concern/problem statements are well written
 |
| 1. Brainstorm possible causes and organize possible causes into groups with common themes.
 | * Possible causes are not matched with Concern/problem statements
 | * Only 1 possible causes are matched with Concern/problem

statements | * Two or more possible causes are matched with each Concern/problem statements
* Causes are grouped into themes or categories for each problem/concern
 |
| 1. Fishbone Diagram
 | * Diagram is completed for 1 problem/concern statement

Or* Only one cause per concern

Or* Causes are not categorized
 | * Diagram is completed for 2 Problem/concern statement
* Possible causes are categorized
* Several possible causes
 | * Diagram is completed for each Problem/concern statement
* Possible causes are categorized
* Several possible causes
 |
| 1. 5 Whys Chart
 | * No evidence of 5 Whys process
 | * Use of 5 Whys process was limited in identifying root cause/s for each concern/problem
 | * Use of 5 Whys process is documented, identifying root cause/s for each concern/problem
 |

|  |
| --- |
| 1. D. SUSTAINABILITY PLANNING
 |
|  | 0-1 | 2-3 | 4-5 |
| 1. Action steps for solutions
 | * Action Plan includes some general action steps /activities for planning strategies
 | * Action Plan includes action steps /activities for each planning strategy
 | * Action Plan includes several detailed action steps /activities for each planning strategy
 |
| 1. Root Cause
 | * Not listed
 | * Listed for most
 | * Listed for all
 |
| 1. Timeline
 | * Action Plan includes a vague timeline for planning
 | * Action Plan includes a general timeline for planning
 | * Action Plan includes a logical, but aggressive, timeline for planning
 |
| 1. Person/s responsible
 | * Action Plan includes lacks person/s responsible for some planning strategies and action steps
 | * Action Plan includes some person/s responsible for some planning strategies and action steps
 | * Action Plan includes all person/s specifically responsible for each detailed planning strategies and action steps
 |
| 1. SIG Funding
 | * Funding is not indicated for each action steps/activity
 | * Funding is indicated for some action steps/activities
 | * Funding is indicated for each action steps/activity
 |
| 1. Other Funding
 | * Additional funding sources are not included
 | * Additional funding sources are indicated
 | * Additional funding sources and amounts are indicated
 |

|  |
| --- |
| 1. LEA Support
 |
| Elements | 0-1 | 2-3 | 4-5 |
| 1. The LEA provide specific support and resources to ensure continued model implementation and sustainability
 | * Planned use of funds to provide adequate resources and related support in order to fully and effectively implement the selected intervention on the first day of school is described very briefly or not at all
 | * Planned use of funds to provide adequate resources and related support in order to fully and effectively implement the selected intervention on the first day of the school is described in general
 | * Planned use of funds to provide adequate resources and related support in order to fully and effectively implement the selected intervention on the first day of school is described in detail
 |
| 1. LEA’s plan to provide oversight and support to school/s in monitoring and implementing the Integrated Action Plan/s addressing all required elements/strategies of the chosen intervention model
 | * LEA plan for oversight and support in monitoring and implementing SCIP addressing all elements of the selected model provided is very brief or not provided
 | * LEA plan for oversight and support in monitoring and implementing SCIP addressing all elements of the selected model is provided
 | * Detailed LEA plan for oversight and support in monitoring and implementing SCIP addressing all elements of the selected model is provided
* Plan includes what, how, who and when
 |
| 1. LEA align other resources with the selected intervention model (delineate what the resources are)
 | * The LEA’s alignment of other resources with the selected intervention model is not described
 | * The LEA’s alignment of other resources with the selected intervention model is briefly described
 | * The LEA’s alignment of other resources with the selected intervention model is described in detail
 |
| 1. plans to monitor school/s receiving SIG funds, both programmatically and fiscally, including progress monitoring and mid-course adjustments fiscally, including progress monitoring and mid-course adjustments
 | * The LEA’s plan to monitor school/s programmatically and fiscally, includes a very brief description and/or does not include progress monitoring and mid-course adjustments
 | * The LEA’s plan to monitor school/s programmatically and fiscally, includes description including progress monitoring and mid-course adjustments
 | * The LEA’s plan to monitor school/s programmatically and fiscally, includes detailed description including progress monitoring and mid-course adjustments
* Plan includes what, how, who and when
 |
| 1. LEA procedures for Principal operational flexibility
 | * LEA procedures for Principal operational flexibility are not clear and not easy to follow
 | * LEA procedures for Principal operational flexibility are clear but not easy to follow
 | * LEA procedures for Principal operational flexibility are clear and easy to follow
 |
| 1. LEA’s process for Principal and teacher selection, evaluation and retention or transfer in underperforming schools.
 | * LEA’s process to select, evaluate, retain and transfer staff is vague or doesn’t exist
 | * LEA’s process to select, evaluate, retain and transfer staff is specific but not robust
 | * LEA’s process to select, evaluate, retain and transfer staff is robust and specific
 |
| 1. LEA and school has a balanced assessment system
 | * LEA/School does not have interim/benchmark assessments

Or* LEA/school uses classroom summatives only

Or* Everyone does “their own assessment”

Or* End of year summatives only
 | * LEA/school has planned interim /benchmark assessments and summative assessments
* Formatives assessments are not expected or are not used systematically
 | * LEA/School has a well-defined balanced assessment system that includes Diagnostic/screeners, formative, classroom summatives, interim/benchmark and end of course/end of year summative assessments.
 |

|  |
| --- |
| 1. External Providers
 |
| Elements | 0-1 | 2-3 | 4-5 |
| 1. The proposed/planned new external providers or types of providers; the primary concern and root cause and/or intervention model strategy the provider will address and the expected outcomes/deliverables
 | * List of providers, but concerns and root cause and/or expected outcomes and/or deliverables are not described
 | * List of providers, concerns and root cause to be addressed and expected outcomes and/or deliverables are described briefly
 | * List of providers, concerns and root cause to be addressed and expected outcomes and/or deliverables are described in detail
 |
| 1. LEA has a rigorous review process to recruit, screen and external providers which includes a review of the operator’s impact on student achievement in schools where it is already operating
 | * LEAs does not have a review process to recruit, screen and external providers
 | * LEA has a review process to recruit, screen and external providers
* Process includes a review of the operator’s impact on student achievement in schools where it is already operating
 | * LEA has a rigorous process to recruit, screen, select and evaluate external and internal providers
* Process includes a thorough review of the operator’s impact on student achievement in schools where it is already operating
 |
| 1. LEA’s plan to evaluate external provider effectiveness
 | * Evaluation plan is not included
 | * Evaluation plan is brief and vague
 | * Evaluation plan is comprehensive and clear
 |
| 1. Plan to monitor resulting changes in practice resulting in increased student achievement
 | * Brief plan to monitor resulting changes in practice increasing student achievement or no plan
 | * General plan to monitor resulting changes in practice increasing student achievement
* Plan includes what, how, who and when
 | * Detailed plan to monitor resulting changes in practice increasing student achievement
* Plan includes what, how, who and when
 |
| 1. List any external providers you plan to continue using
 | * External providers listed
 | * External providers are listed
* Some of the primary concern and root cause and/or intervention model strategy the provider will address and the expected outcomes/deliverables
 | * External providers are listed
* The primary concern and root cause and/or intervention model strategy the provider will address and the expected outcomes/deliverables
 |
| 1. Describe the evaluation used to evaluate their efficacy
 | * No evaluation process is described
 | * Evaluation process is briefly describe.
 | * Evaluation process is detailed.
 |
| 1. Evidence the service is changing practice in the school and/or classroom and is increasing student achievement
 | * No evidence is provided that their services improved practice resulting in increased student achievement last year.
 | * Some evidence is provided that their services improved practice resulting in increased student achievement last year.
 | * Significant evidence is provided that their services improved practice resulting in increased student achievement last year.
 |

|  |
| --- |
| F. Culture, CapAcity and Commitment |
| Elements | 0-1 | 2-3 | 4-5 |
| 1. Current school culture
 | * Description of current school culture without examples/evidence
 | * General description of current school culture with examples/evidence
 | * Detailed description of current school culture with examples/evidence
 |
| 1. The principal and school leadership team actions to maintain or improve culture
 | * Principal and school leadership team actions to maintain or improve culture are briefly described
 | * Principal and school leadership team actions to maintain or improve culture are described including some action steps
 | * Principal and school leadership team actions to maintain or improve culture are described including detailed action steps
 |

|  |
| --- |
| G. Professional Learning |
| Elements | 0-1 | 2-3 | 4-5 |
| 1. Proposed professional learning plan
 | * Planned and/or proposed professional learning is listed
 | * Planned and/or proposed professional learning is listed referencing root causes
 | * Planned and/or proposed professional learning is listed in detail including root causes to be addressed
 |
| 1. Proposed professional learnings’ impact on student learning and achievement
 | * Little or no description of how professional learning activities will impact student learning and achievement
 | * Brief description of how professional learning activities will impact student learning and achievement
 | * Detailed description of how professional learning activities will impact student learning and achievement
 |
| 1. LEA’s plan to evaluate Professional Learning effectiveness
 | * Evaluation plan is not included
 | * Evaluation plan is brief and vague
 | * Evaluation plan is comprehensive and clear
 |
| 1. How will staff be held accountable for implementing professional learning in schools and classrooms
 | * No accountability plan
 | * Accountability plan included
 | * Accountability plan is described in detail, including necessary scheduling process
 |
| 1. Plan to monitor resulting changes in practice resulting in increased student achievement
 | * Brief plan to monitor resulting changes in practice increasing student achievement
 | * General plan to monitor resulting changes in practice increasing student achievement
* Plan includes what, how, who and when
 | * Detailed plan to monitor resulting changes in practice increasing student achievement
* Plan includes what, how, who and when
 |
|  |
| Budget |
| Elements | 0-1 | 2-3 | 4-5 |
| 1. Line Item amounts are in correct places
 | * Many corrections needed
 | * Some corrections needed
 | * All expenditures are in correct object and function code
 |
| 1. All items are allowable, reasonable and necessary
 | * Few items are allowable, reasonable and necessary
 | * Most items are allowable, reasonable and necessary
 | * All items are allowable, reasonable and necessary
 |
| 1. Narratives are specific and detailed i.e. 3 teachers X $350.00 registration =$1050.00
 | * Narratives are not specific with no cost details
 | * Narratives are specific without cost details
 | * Narratives are specific with cost details
 |
| 1. Math is correct
 | * Math is not correct
 | * NA
 | * Math is all correct
 |