

**Arizona Department of Education
SIG Cohort 3 Sustainability FY19 Application Scoring Rubric**

LEA/Charter Holder Name/ District	CTDS#	Entity #
School:	CTDS#	Entity #
	Reviewer and Date:	#1
Education Program Specialist:		#2
Requirements	YES	NO
Contact information		
Signature document		
Assurances in GME		
Assurances in ALEAT		
Planning Action Plans		
Proposed budget in GME		
Completed CNA uploaded it in ALEAT		
Completed Root Cause Analysis		
Completed L/SIAP in ALEAT		
Completed evidence-based summary forms submitted		

	Points Received	Total Possible points
A. CNA		30
B. Sustainability Plan		15
C. LEA Support		35
D. Budget		10

<i>Total Points</i>		
		90

A. CNA			
	0-1	2-3	4-5
1. Describe the Comprehensive Needs	Brief description process did not include a team	Process described in general Who? Included team of	Process described <i>in detail</i> Who? Included team of

Assessment original and review and revise processes. Who was involved? What process did you use, include the consensus process? What was the timeframe		stakeholders Process? Consensus method? timeframe?	stakeholders Process? Consensus method? timeframe?
<p>2. Describe what the leading indicator data told you. Listed below are major leading indicators identified by research, but it is not exhaustive list. There may be others applicable to your context.</p> <ul style="list-style-type: none"> • <i>Dropout rate</i> • <i>Student attendance rate</i> • <i>Discipline incidents</i> • <i>Truancy</i> 	Leading indicator data is described but not analyzed or doesn't Include all students, subgroups or multiple leading indicators	Leading indicator data is described and analyzed, Includes all students, subgroups, multiple leading indicators	Leading indicator data is described and analyzed <i>in detail</i> , Includes all students, subgroups, multiple leading indicators
<p>3. Describe what the lagging indicator data told you about the identified subgroup/s.</p> <ul style="list-style-type: none"> • <i>Percentage of students at each performance level on State assessments in English language arts and mathematics, by grade, for all students and subgroups</i> • <i>Graduation rate (4 year cohort) for all students and subgroups</i> 	Lagging indicator data is described but not analyzed or does not includes all students, subgroups or multiple lagging indicators	Lagging indicator data is described and analyzed, includes all students, subgroups, multiple lagging indicators	Lagging indicator data is described and analyzed <i>in detail</i> , includes all students, subgroups, multiple lagging indicators incl. EL proficiency, AzMERIT, grad rate
4. Provide ELA and Math benchmark data from 2017-18 whole school, by grade	Benchmark data for 2017-18 by school, grade level, subgroups, is	Benchmark data for 2017-18 by school, grade level, subgroups,	Benchmark data 2017-18 by school, grade level, subgroups, is described and

level, all students and subgroups (include what system that is used i.e. Galileo, LEA's own, Illuminate, etc.).	described and but not analyzed or incomplete	is described and analyzed includes test used	analyzed in detail , includes test used
5. Analyze these data. What do these benchmark data tell you? Tell the data story.	Brief description of the "data story"	Description of the "data story"	Detailed description of the "data story"
6. List the 3 or 4 identified Primary Needs with Root Causes, Primary Need Statements and Desired Outcomes.	Primary Needs with Root Causes, Primary Need Statements and Desired Outcomes are not all listed		Primary Needs with Root Causes, Primary Need Statements and Desired Outcomes are listed
B. Sustainability Planning			
7. List the strategies and action steps significantly impacting student achievement in the last four years which will be continued? List evidence and/or data of positive impact.	Strategies and action steps significantly impacting student achievement in the last four years which will be continued are described but no evidence and/or data of positive impact.	Strategies and action steps significantly impacting student achievement in the last four years which will be continued are described including evidence and/or data of positive impact.	Strategies and action steps significantly impacting student achievement in the last four years which will be continued are described in detail including evidence and/or data of positive impact.
8. Specific strategies and action steps for above must be included in 2018-19 IAP; Be sure they are tagged SIG.	Specific strategies and action steps for above are not included in 2018-19 IAP or not tagged		Specific strategies and action steps for above are included in 2018-19 IAP; and are tagged SIG.
9. SMART Goals based on leading and lagging indicators will be required in IAP after AzMERIT and other end of year data is available; no later than July 1. Funding			

may be placed on hold if not added in a timely manner			
C. LEA Support			
10. How will the LEA provide specific support and resources to ensure continued model implementation and sustainability?	Vague description of the specific LEA support and resources to ensure continued model implementation and sustainability	Description of the specific LEA support and resources to ensure continued model implementation and sustainability	Detailed description of the specific LEA support and resources to ensure continued model implementation and sustainability
11. Describe the 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 does not have a plan to monitor IAPs	Description of LEA's general 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	Description of LEA's detailed 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
12. Describe the LEA's plans to monitor school/s receiving SIG funds, both programmatically and fiscally, including progress monitoring and mid-course adjustments.	The LEA does not have a plan to monitor school/s receiving SIG funds, both programmatically and fiscally, including progress monitoring and mid-course adjustments.	The LEA has a general plan to monitor school/s receiving SIG funds, both programmatically and fiscally, including progress monitoring and mid-course adjustments.	The LEA has a detailed plan to monitor school/s receiving SIG funds, both programmatically and fiscally, including progress monitoring and mid-course adjustments.
13. Describe the LEA's procedure that will allow the school principal the necessary operational flexibility to ensure	The LEA does not have a procedure that will allow the school principal the necessary operational flexibility to ensure		The LEA has procedure that will allow the school principal the necessary operational flexibility to ensure successful sustainability of

successful sustainability of school improvement efforts.	successful sustainability of school improvement efforts		school improvement efforts
14. Describe the LEA's process for Principal and teacher selection, evaluation and retention or transfer in underperforming schools.	The LEA does not have a process for Principal and teacher selection, evaluation and retention or transfer in underperforming schools	The LEA has a general process for Principal and teacher selection, evaluation and retention or transfer in underperforming schools	The LEA has a <i>detailed</i> process for Principal and teacher selection, evaluation and retention or transfer in underperforming schools
15. Describe LEA and school balanced assessment system.	LEA does not have a balanced assessment system	Description of the balanced assessment system with some components	<i>Detailed</i> description of the balanced assessment system with all components
16. Proposed budget expenditures are tagged in IAP	Proposed budget expenditures are not tagged in IAP		Proposed budget expenditures are tagged in IAP
17, 18, 19. Proposed expenditures have adequate narrative details; are in correct function and object codes; math is correct	Proposed expenditures do not have adequate narrative details; or are not in correct function and object codes; or math is not correct		Proposed expenditures have adequate narrative details; are in correct function and object codes; math is correct