

**Appendix D
SIG Scoring Rubric**

LEA Name: _____
LEA Code: _____

Reviewer: _____
Review Date: _____

A. The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.

Leading (10)	Developing (6)	Emerging (2)	Lacking (0)
<p>The LEA sufficiently describes:</p> <ul style="list-style-type: none"> • A selected intervention that clearly aligns to the identified needs; • The needs of the school, students, and community it will serve with sufficient information for conducting the needs assessment; • An analysis from all four measures of data—student achievement data, process data, perception data, and demographic data; • How the data analysis utilizes trend data over a minimum of three years; and • A summary of needs that includes charts and/or graphs thoroughly displaying the results of the data analysis. 	<p>The LEA briefly describes:</p> <ul style="list-style-type: none"> • The selected intervention aligned to the identified needs; • The needs of the school, students, and community it will serve with sufficient information for conducting the needs assessment; • An analysis from three of the four measures of data—student achievement data, process data, perception data, and demographic data; and • A summary of needs that includes charts and/or graphs displaying the results of the data analysis. 	<p>The LEA briefly describes:</p> <ul style="list-style-type: none"> • The selected intervention; however, intervention not clearly aligned to the needs. • The needs of the school it will serve with some information for conducting the needs assessment; and • An analysis from two of the four measures of data—student achievement data, process data, perception data, and demographic data. 	<p>The LEA description:</p> <ul style="list-style-type: none"> • Lacks the selection of an intervention aligned to the needs; • Lacks a detailed description of the school it will serve; • Lacks multiple measures of data with clear analysis of needs; or • Lacks disaggregated data.

Points Awarded:

Comments:

B. If the LEA does not serve each of its Tier I schools, the LEA must describe why it lacks sufficient capacity.

Leading (10)	Developing (6)	Emerging (2)	Lacking (0)
<p>The LEA:</p> <ul style="list-style-type: none"> • Provides a detailed description demonstrating a lack of capacity for serving each of its Tier I schools; or • Commits to serving each of its Tier I schools (N/A). 	<p>The LEA:</p> <ul style="list-style-type: none"> • Provides a brief description demonstrating a lack of capacity for serving each of its Tier I schools. 	<p>The LEA:</p> <ul style="list-style-type: none"> • Provides a description; however, information insufficiently describes a lack of capacity for serving each of its Tier I schools. 	<p>The LEA description:</p> <ul style="list-style-type: none"> • Does not explain why it lacks capacity to serve each of its Tier I schools.

Points Awarded:

Comments:

C. Describe the actions the LEA has taken, or will take, to design and implement interventions consistent with the final requirements; recruit, screen, and select external providers, if applicable, to ensure their quality; align other resources with the interventions; modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and sustain the reforms after the funding period ends.

Leading (10)	Developing (6)	Emerging (2)	Lacking (0)
<p>The LEA sufficiently describes:</p> <ul style="list-style-type: none"> • Activities of the school intervention models clearly aligned to SIG final 	<p>The LEA briefly describes:</p> <ul style="list-style-type: none"> • Activities of the school intervention models aligned to SIG final requirements. 	<p>The LEA somewhat describes:</p> <ul style="list-style-type: none"> • Activities of the school intervention models somewhat aligned to SIG 	<p>The LEA description:</p> <ul style="list-style-type: none"> • Provides activities that are not aligned to SIG final requirements;

<ul style="list-style-type: none"> requirements; • Effective alignment of resources with the selected interventions; • Specific practices or policies that will be modified to enable its schools to align resources and implement the interventions fully and effectively; and • The specific actions that will be taken to sustain the reform efforts after the funding period ends including resources, timelines, and responsibilities; • If applicable, a process for recruiting, screening, and selecting external providers which includes the experience level and qualifications and how those qualifications were considered in selection process; and • If applicable, pre-implementation activities aligned to local needs assessment outcomes and to other resources with the intervention model, including appropriate communication and collaboration with stakeholders, and addressing modification of its practices or policies to fully support and sustain the reform efforts. 	<ul style="list-style-type: none"> • Effective alignment of resources with the selected interventions; • Specific practices or policies that will be modified to enable its schools to implement the interventions fully and effectively; • A plan for sustaining the efforts of interventions beyond the period of SIG fund availability; • If applicable, a process for recruiting, screening, and selecting external providers which includes the experience level and qualifications and how those qualifications were considered in selection process; and • If applicable, pre-implementation activities aligned to local needs assessment outcomes and to other resources with the intervention model, including appropriate communication and collaboration with stakeholders. 	<p>final requirements.</p> <ul style="list-style-type: none"> • Resources with the selected interventions with no clear alignment to the interventions; • Little information related to practices or policies that will be modified; • Some general plans for sustaining the efforts of interventions beyond the period of SIG fund availability; • If applicable, a process for recruiting, screening, and selecting external providers; and • If applicable, pre-implementation activities somewhat aligned to local needs assessment outcomes and to other resources with the intervention model, with little information related to communication and collaboration with stakeholders. 	<ul style="list-style-type: none"> • Lacks specific information related to resources needed for the selected interventions; • Provides no information related to modifying practices or policies; • Lacks a plan for sustaining reform efforts of the interventions; • If applicable, provides no clear process for selecting external providers; or • If applicable, relative to pre-implementation activities, is not aligned to local needs assessment outcomes and to other resources supporting the intervention model.
---	---	---	---

Points Awarded:

Comments:

D. The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Leading (10)	Developing (6)	Emerging (2)	Lacking (0)
<p>LEA sufficiently describes:</p> <ul style="list-style-type: none"> • Existing resources clearly aligned to selected interventions including district and school staff that will be used to implement intervention; • Additional resources that will be needed to implement the intervention and identifies the 	<p>LEA briefly describes:</p> <ul style="list-style-type: none"> • Existing resources that will be used to implement intervention; • Additional resources that will be needed to implement the intervention; • Specific annual goals and measurable objectives for each intervention 	<p>LEA briefly describes:</p> <ul style="list-style-type: none"> • Existing resources that will be used to implement intervention; • Some additional resources that will be needed to implement the intervention; however, no specific information related to source; • Broad goals and objectives 	<p>The LEA description:</p> <ul style="list-style-type: none"> • Lacks sufficient information related to resources; • Provides little to no information related to goals and objectives; • Provides no specific monitoring plan; or • Provides no specific

<ul style="list-style-type: none"> source; Specific annual goals and measurable objectives for each intervention implemented in the schools; A monitoring plan for ongoing review of the implementation of interventions with timeline and persons responsible; Periodic evaluation measures clearly aligned to all of the measurable objectives for each school's progress toward achieving its goals with timeline and persons responsible. 	<p>implemented in the schools;</p> <ul style="list-style-type: none"> A monitoring plan for ongoing review of the implementation of interventions with timeline and persons responsible; and Periodic evaluation measures for each school's progress toward achieving its goals with timeline and persons responsible. 	<p>for each intervention implemented in the schools;</p> <ul style="list-style-type: none"> A monitoring plan for review of the implementation of interventions; and Provides some evaluation measures for each school's progress toward achieving its goals. 	<p>evaluation measures.</p>
---	--	---	-----------------------------

Points Awarded:

Comments:

E. The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Leading (10)	Developing (6)	Emerging (2)	Lacking (0)
<p>LEA provides:</p> <ul style="list-style-type: none"> A budget that clearly aligns to activities implemented for each selected intervention; A detailed three-year budget for each school for which funds are requested of sufficient size and scope to support full and effective implementation of the selected interventions for each school; A detailed description of LEA activities needed to support the implementation (and/or pre-implementation) of selected interventions clearly aligned to the school level activities; and Appropriate budget codes from the DPI Chart of Accounts indicating how funds will be allocated to the schools it commits to serve and demonstrating compliance with allowable use of funds including any LEA-level activities. 	<p>LEA budget provides:</p> <ul style="list-style-type: none"> A budget that aligns to activities implemented for each selected intervention; A three-year budget for each school for which funds are requested of to support implementation of the selected interventions for each school; Some description of LEA activities needed to support the implementation (and/or pre-implementation) of selected interventions aligned to the school level activities; and Budget codes from the DPI Chart of Accounts indicating how funds will be allocated to the schools it commits to serve and demonstrating compliance with allowable use of funds including any LEA-level activities. 	<p>LEA budget provides:</p> <ul style="list-style-type: none"> A budget for each school for which funds are requested with some alignment to selected interventions; A budget that covers a three-year period of implementation; Some description of LEA activities needed to support the implementation (and/or pre-implementation) of selected interventions; and Budget codes from the DPI Chart of Accounts indicating how funds will be allocated to the schools it commits to serve and demonstrating compliance with allowable use of funds including any LEA-level activities. 	<p>The LEA budget description:</p> <ul style="list-style-type: none"> Lacks sufficient information related to selected interventions; Is not of sufficient scope to fully and effectively implement the intervention; Provides little to no information on LEA activities needed to support the implementation (and/or pre-implementation) of selected interventions; or Lacks use of appropriate budget codes demonstrating compliance with use of funds.

Points Awarded:

Comments:

F. As appropriate, the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

Included: Yes No

Comments:

G. The LEA has indicated any waivers it intends to implement and for which schools it will implement the waivers.

Included: Yes No

Comments:

SIG Scoring Rubric for Tier III Schools

LEA Name: _____
 LEA Code: _____

Reviewer: _____
 Review Date: _____

1. The LEA has analyzed the needs of each Tier III school identified in the LEA's application and has identified school improvement activities for each school.

Leading (10)	Developing (6)	Emerging (2)	Lacking (0)
<p>The LEA sufficiently describes:</p> <ul style="list-style-type: none"> • Selected activities that clearly align to the identified needs; • The needs of the school, students, and community it will serve with sufficient information for conducting the needs assessment; • An analysis from all four measures of data—student achievement data, process data, perception data, and demographic data; • A data analysis utilizing trend data over a minimum of three years; and • A summary of needs that includes charts and/or graphs thoroughly displaying the results of the data analysis. 	<p>The LEA briefly describes:</p> <ul style="list-style-type: none"> • The selected activities aligned to the identified needs; • The needs of the school, students, and community it will serve with sufficient information for conducting the needs assessment; • An analysis from three of the four measures of data—student achievement data, process data, perception data, and demographic data; and • A summary of needs that includes charts and/or graphs displaying the results of the data analysis. 	<p>The LEA briefly describes:</p> <ul style="list-style-type: none"> • The selected activities; however, activities not clearly aligned to the needs. • The needs of the school it will serve with some information for conducting the needs assessment; and • An analysis from two of the four measures of data—student achievement data, process data, perception data, and demographic data. 	<p>The LEA description:</p> <ul style="list-style-type: none"> • Lacks the selection of activities aligned to the needs; • Lacks a detailed description of the school it will serve; • Lacks multiple measures of data with clear analysis of needs; or • Lacks disaggregated data.

Points Awarded:

Comments:

2. The LEA describes the actions taken, or that will be taken, to design and implement activities for Tier III schools that are aligned to other resources and to sustain the reforms after the funding period ends.

Leading (10)	Developing (6)	Emerging (2)	Lacking (0)
<p>The LEA sufficiently describes:</p> <ul style="list-style-type: none"> • Effective alignment of resources with the selected activities; and • The specific actions that will be taken to sustain the reform efforts after the funding period ends including resources, timelines, and responsibilities. 	<p>The LEA briefly describes:</p> <ul style="list-style-type: none"> • Effective alignment of resources with the selected activities; • A plan for sustaining the efforts of activities beyond the period of SIG fund availability. 	<p>The LEA briefly describes:</p> <ul style="list-style-type: none"> • Resources with no clear alignment to the activities; and • Some general plans for sustaining the efforts of activities beyond the period of SIG fund availability. 	<p>The LEA description:</p> <ul style="list-style-type: none"> • Lacks specific information related to resources needed for the selected activities; or • Lacks a plan for sustaining reform efforts of the activities.

3. The LEA describes the goals and measurable objectives it has established in order to hold accountable its Tier III schools that receive school improvement funds as well as its monitoring plan to evaluate the implementation of activities and evaluate the progress of its Tier III schools.

Leading (10)	Developing (6)	Emerging (2)	Lacking (0)
<p>The LEA sufficiently describes:</p> <ul style="list-style-type: none"> • Specific annual goals and measurable objectives for each intervention implemented in the schools; and • A monitoring plan for ongoing review of the implementation of interventions with timeline and persons responsible. 	<p>The LEA briefly describes:</p> <ul style="list-style-type: none"> • Annual goals and measurable objectives for each intervention implemented in the schools; and • A monitoring plan for ongoing review of the implementation of interventions with timeline and persons responsible. 	<p>The LEA briefly describes:</p> <ul style="list-style-type: none"> • Broad goals and objectives for each intervention implemented in the schools; and • A monitoring plan for review of the implementation of interventions. 	<p>The LEA description:</p> <ul style="list-style-type: none"> • Provides little to no information related to goals and objectives; and • Provides no specific monitoring plan.

4. The LEA budget includes sufficient funds to implement the selected activities fully and effectively in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Leading (10)	Developing (6)	Emerging (2)	Lacking (0)
<p>The LEA provides:</p> <ul style="list-style-type: none"> • A budget that clearly aligns each selected activity; • Detailed description of LEA activities needed to support the implementation of activities clearly aligned to the school level activities; and • Appropriate budget codes from the DPI Chart of Accounts indicating how funds will be allocated to the schools it commits to serve and demonstrating compliance with allowable use of funds including any LEA-level activities. 	<p>The LEA provides:</p> <ul style="list-style-type: none"> • A budget that aligns to each selected activity; • Some description of LEA activities needed to support the implementation of activities aligned to the school level activities; and • Budget codes from the DPI Chart of Accounts indicating how funds will be allocated to the schools it commits to serve and demonstrating compliance with allowable use of funds including any LEA-level activities. 	<p>The LEA provides:</p> <ul style="list-style-type: none"> • A budget for each school for which funds are requested with some alignment to selected activities; • Some description of LEA activities needed to support the implementation of the grant; and • Budget codes from the DPI Chart of Accounts indicating how funds will be allocated to the schools it commits to serve and demonstrating compliance with allowable use of funds including any LEA-level activities. 	<p>The LEA budget description:</p> <ul style="list-style-type: none"> • Lacks sufficient information related to selected activities; • Provides little to no information on LEA activities needed to support the implementation of selected activities; or • Lacks use of appropriate budget codes demonstrating compliance with use of funds.

Points Awarded:

Comments:

5. As appropriate, the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier III schools.

Included: Yes No

Comments:

6. The LEA has indicated any waivers it intends to implement and for which schools it will implement the waivers.

Included: Yes No

Comments: