

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
Rating and Scoring Rubric
Title I Additional Program Improvement Funding

Applicant's Name	<input type="checkbox"/> Tier I <input type="checkbox"/> Tier II <input type="checkbox"/> Tier III – N/A	Reviewer
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Summary Page

Part A – General Information	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
Part B – Certification and Assurances	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
Part C – State Approval (For Department Use Only)	Not Applicable
Part D – Schools to be Served	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
Part E – Descriptive Information	Points Awarded
Part F – Timeline	Points Awarded
Part G – Budget	Points Awarded
Total Points	Total Points Awarded:

Sections of the scoring rubric indicate scoring “0” when the section does not apply to a particular Tier. This score will not count against a district when reviewing for funding.

	Tier I	Tier II	Tier III
Maximum Points Possible	144	144	N/A
Minimum Points Needed to be Considered for Award	72	72	N/A

Any application that receives a score of “0” points in any category is ineligible to receive funding.

Point Summary

Part E – Descriptive Information	Points Awarded (indicate below)
1. Needs Assessment	
2. Design and Implementation of Plan	
3. Capacity	
4. External Providers	
5. Alignment Between Interventions and Resources	
6. Modification of Practices and/or Policies	
7. Oversight and Support for Implementation	
8. Family and Community Engagement	
9. Sustainment of Interventions	
10. Evidence-based Strategies	
11. Process Used to Monitor Student Achievement	
12. Pre-implementation Activities	
13. Rural Education Assistance Program	
14. Whole-school Reform Model	
15. Accountability Processes	
16. Intervention Design and Implementation Plans	
Part F – Timeline	
Part G – Budget	Points Awarded (indicate below)
1. Budget	
2. Budget Narrative	
Total Points	Total Points Awarded:

Part E – Descriptive Information

1. Describe the needs assessment process that demonstrates the district has analyzed the needs of each the school such as instructional programs, school leadership, school infrastructure, and the selected interventions at each school. The district must demonstrate that it has taken into consideration family and community input in selecting the intervention model.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The application provided a detailed overview of the needs of the school, students, and community it will serve. The description of the school attendance area was detailed, providing sufficient information for setting up the needs assessment. The description also included charts and/or graphs displaying the results of the data analysis.</p> <p>There is significant evidence to demonstrate an assessment of needs at the school, taking into consideration family and community input in selecting the intervention model.</p> <p>The application included information from all four measures of data—student achievement, school programs/process, student/ teacher/parent perceptions, and demographic.</p> <p>The needs assessment creates a solid foundation for this grant.</p>	<p>The application provided a brief description of the school attendance area including the school neighborhood and economic factors affecting the school.</p> <p>The description included moderate evidence to demonstrate an assessment of needs at the school, taking into consideration family and community input in selecting the intervention model.</p> <p>The school may or may not have included information from all four measures of data. The school included an analysis of data on students attending the school and some of this data was disaggregated and cross analyzed to determine students' needs.</p> <p>After reviewing the grant some needs are highlighted, but the overall needs of the school remain unclear.</p>	<p>The application did not provide a detailed description of its school, its students, and/or its community.</p> <p>The needs assessment did not disaggregate data.</p> <p>There is limited evidence to demonstrate an assessment of needs at the school and consideration of family and community input in selecting the intervention model.</p>

Points Possible: 8

Points Awarded:

Comments:

2. Describe the actions the district has taken, or will take, to design and implement a plan consistent with the final requirements of the selected intervention.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a detailed evaluation of capacity and implementation, including:</p> <ul style="list-style-type: none"> • High quality staff • LEA ability • Stakeholder commitment • School board commitment • Timeline • Strategic planning of intervention model • Recruitment of school leaders • Alignment of resources <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included.</p>	<p>Some, but not all of the required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a basic evaluation of capacity, including:</p> <ul style="list-style-type: none"> • High quality staff • LEA ability • Stakeholder commitment • School board commitment • Timeline • Strategic planning of intervention model • Recruitment of school leaders • Alignment of resources <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included and is moderately addressed.</p>	<p>The required activities of the school intervention models did not align to SIG final requirements.</p> <p>Application did not include evaluation of capacity outlined in Table A.</p> <p>Evaluation of capacity relating to the implementation of the proposed SIG grant was not included.</p>

Points Possible: 8

Points Awarded:

Comments:

Part E – Descriptive Information (continued)

3. Describe the district's/school's capacity to use these funds to provide adequate resources and related support to each of the schools identified in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a detailed evaluation of capacity and implementation, including:</p> <ul style="list-style-type: none"> • High quality staff • LEA ability • Stakeholder commitment • School board commitment • Timeline • Strategic planning of intervention model • Recruitment of school leaders • Alignment of resources <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included.</p>	<p>Some, but not all of the required activities of the school intervention models were aligned to SIG final requirements (Tiers I and II).</p> <p>Application includes a basic evaluation of capacity, including:</p> <ul style="list-style-type: none"> • High quality staff • LEA ability • Stakeholder commitment • School board commitment • Timeline • Strategic planning of intervention model • Recruitment of school leaders • Alignment of resources <p>Evaluation of capacity relating to the implementation of the proposed SIG grant has been included and is moderately addressed.</p>	<p>The required activities of the school intervention models did not align to SIG final requirements.</p> <p>Application did not include evaluation of capacity outlined in Table A.</p> <p>Evaluation of capacity relating to the implementation of the proposed SIG grant was not included.</p>
Points Possible: 8		Points Awarded:
Comments:		

4. Explain the process used to recruit, screen, and select external providers to ensure quality and the process for regular review and accountability of external providers, if applicable.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The school has identified, in great detail, the experience level and qualifications of external providers to ensure quality.</p> <p>There is strong evidence to demonstrate the external provider's qualifications were a key consideration in the recruitment, screening, and selection process.</p> <p>The district/school has identified a process to hold external providers accountable for their performance.</p>	<p>The school minimally identified the experience level and qualifications of external providers. The level of quality is moderate.</p> <p>The external provider's qualifications were somewhat considered in the recruitment, screening, and selection process.</p> <p>The district/school has identified a limited process to hold external providers accountable for their performance.</p>	<p>The school has not identified the experience level or qualifications of external providers to ensure quality.</p> <p>The external provider's qualifications were not considered in the recruitment, screening, and selection process.</p> <p>The district/school has not identified a process to hold external providers accountable for their performance.</p>
Points Possible: 8		Points Awarded:
Comments:		

Part E – Descriptive Information (continued)

5. Illustrate the alignment between the interventions outlined and other resources in the school and district with the selected intervention model.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
Interventions and other resources were outlined with specific detail. They were aligned in order to fully and effectively implement interventions. The application outlined multiple (four or more) specific federal and state resources that can be aligned with SIG (i.e., Title I, Title II, Special Education, BIE, general funds, state funds, outside grants, etc.).	Interventions and other resources were moderately outlined. The application outlined a few (less than four) specific federal and state resources that can be aligned with SIG (i.e., Title I, Title II, Special Education, BIE, general funds, state funds, outside grants, etc.).	Interventions and other resources were not aligned and/or did not support the full and effective implementation of interventions. No other federal and state resources were outlined to help support interventions.
Points Possible: 8		Points Awarded:
Comments:		

6. How has the school/district modified its practices and/or policies to implement the interventions fully and effectively? Responses must also have a description outlining how staff was included in and played an integral part of developing any revised policies and practices.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
There is significant evidence to demonstrate the applicant thoroughly addressed the current barriers faced by Tier I and Tier II schools. Modifications to practices/policies were described in detail. A detailed timeline was included in the description outlining the sequence of events for policy/practice reform.	There is moderate evidence to demonstrate the applicant briefly addressed the current barriers faced by the Tier I or Tier II schools. Modifications to practices/policies were described briefly. A specific timeline may not have been included, but the narrative outlined the sequence of events.	Applicant did not address the current barriers faced by the Tier I or Tier II school.
Points Possible: 8		Points Awarded:
Comments:		

7. Describe how the district will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The district has identified, in great detail, how it will provide oversight and support for implementation of the selected SIG intervention model.	The district has identified, in limited detail, how it will provide oversight and support for implementation of the selected SIG intervention model.	The district has not identified how it will provide oversight and support for implementation of the selected SIG intervention model.
Points Possible: 8		Points Awarded:
Comments:		

Part E – Descriptive Information (continued)

8. Describe how the district will meaningfully, and on an ongoing basis, engage families and the community in the implementation of the selected intervention.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The district has outlined in detail how it will engage family and community input regarding the selected SIG intervention model.	The district has provided in limited detail how it will engage family and community input regarding the selected SIG intervention model.	The district has not outlined how it will engage family and community input regarding the selected SIG intervention model.
The district has included specific occasions for family and community to offer their input.	The district has included minimal occasions for family and community to offer their input.	The district has included no occasions for family and community to offer their input.
Points Possible: 8		Points Awarded:
Comments:		

9. How does the school plan to sustain the interventions after the funding period ends?

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The school directed resources to short-term, one-time expenditures that will have a long-term payoff for students and educators.	The school included some activities that will depend on recurring funding.	The school did not include a realistic plan for sustaining the interventions after funding ends; no portion of expenditures were directed toward transition costs or improving efficacy of existing systems.
For activities that depend on recurring funding, it included a detailed plan for improving systemic efficacy and sustaining systems and programs after funding ends.	The school included a minimal plan for improving systemic efficacy and sustaining systems and programs after funding ends.	
Points Possible: 8		Points Awarded:
Comments:		

10. Describe how the district/school will implement, to the extent practicable, one or more evidence-based strategies in accordance with its selected SIG intervention model.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The district/school included cited research to document evidence-based strategies are being implemented in the SIG intervention model.	The district/school included limited cited research to document evidence-based strategies are being implemented in the SIG intervention model.	The district/school included no cited research to document evidence-based strategies are being implemented in the SIG intervention model.
Points Possible: 8		Points Awarded:
Comments:		

Part E – Descriptive Information (continued)

11. Outline the process the school will use to monitor student achievement. The process must establish annual goals for student achievement specific to the North Dakota State Assessment in both reading/language arts and mathematics, as well as measure progress on the leading indicators defined in the SIG final requirements. The school may develop measurable goals in other areas as well including parental involvement, professional learning, attendance, behavior, etc.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The school outlined in detail how their process is connected to priority needs, the needs assessment, and portrayed a clear and detailed analysis of the North Dakota State Assessment in the areas of reading/language arts and mathematics.</p> <p>The proposal includes detailed, realistic, and measurable goals and objectives for each school to be served. Other factors or areas were also addressed as measurable goals.</p> <p>The school's application included a rigorous plan for tracking and evaluating the success and cost-effectiveness of each proposed intervention.</p> <p>The proposal included a plan for monitoring the progress of the leading indicators defined in the SIG final requirements on a regular, ongoing basis.</p>	<p>The school moderately outlined a process that is connected to priority needs, the needs assessment, and portrayed a brief analysis of the North Dakota State Assessment in the areas of reading/language arts and mathematics.</p> <p>The proposal briefly outlines realistic and measurable goals and objectives for each school to be served.</p> <p>The school's application included a minimal plan for tracking and evaluating the success and cost-effectiveness of each proposed intervention.</p> <p>The proposal included a plan for monitoring the progress of the leading indicators defined in the SIG final requirements; however, it is not on a regular, ongoing basis.</p>	<p>The school did not outline a process that clearly related to the needs assessment and/or to the priority need areas.</p> <p>The proposal lacks realistic and measurable goals and objectives for each school to be served.</p> <p>Application did not include a plan for measuring and tracking effectiveness and results of proposed intervention.</p>
Points Possible: 8		Points Awarded:
Comments:		

12. For a district that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, describe the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention. The activities outlined here must correlate and align with the pre-implementation timeline (Part E) and budget (Part F).

Acceptable (No Points)	Not Acceptable (No Points)
<p>For Tier I or II schools, the intervention met SIG final requirements.</p> <p>Specific programs, professional development, or activities are fully defined and are necessary for the implementation of school improvement grant.</p> <p>The application includes pre-implementation activities. These activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Family and Community Engagement • Rigorous Review of External Providers • Instructional Programs • Staffing/School Leadership • Professional Development and Support • Preparation for Accountability Measures 	<p>For Tier I or II schools, the interventions do not meet SIG final requirements.</p> <p>This section does not provide an overview of the main components of the interventions being proposed necessary for the implementation of school improvement grant.</p>
<p>The school described the activities that will occur during the pre-implementation period (fall 2016) and how each activity will better enable the school to implement the SIG activities during the 2016-2017 school year. (no points)</p>	
<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable	

Part E – Descriptive Information (continued)

13. For a district eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the district must describe how it will meet the intent and purpose of that element.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The eligible school chooses to modify one element of the turnaround or transformation model and has fully described how it will meet the intent and purpose of that element.	The eligible school chooses to modify one element of the turnaround or transformation model and has briefly described how it will meet the intent and purpose of that element.	The eligible school chooses to modify one element of the turnaround or transformation model and has not described how it will meet the intent and purpose of that element.
Points Possible: 8		<input type="checkbox"/> Applicable <input type="checkbox"/> Not Applicable – Award 8 points
Points Awarded:		
Comments:		

14. For a district that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the district must describe how it will:

- a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
- b. Partner with a whole school reform model developer, as defined in the SIG requirements.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
An evidence-based, whole-school reform model in one or more eligible schools is selected: <ul style="list-style-type: none"> • The district has clearly described how it will implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and • The district has partnered with a whole school reform model developer, as defined in the SIG requirements. 	An evidence-based, whole-school reform model in one or more eligible schools is selected: <ul style="list-style-type: none"> • The district has briefly described how it will implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and • The district has partnered with a whole school reform model developer, as defined in the SIG requirements. 	An evidence-based, whole-school reform model in one or more eligible schools is selected: <ul style="list-style-type: none"> • The district has not described how it will implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and • The district has not partnered with a whole school reform model developer, as defined in the SIG requirements.
Points Possible: 8		<input type="checkbox"/> Applicable <input type="checkbox"/> Not Applicable – Award 8 points
Points Awarded:		
Comments:		

15. Describe the process the district has established in order to hold its schools accountable to receive these funds.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The proposal clearly defines a detailed and rigorous process the LEA has set to hold the school accountable.	The proposal briefly defines the process the LEA has set to hold the school accountable.	The proposal does not define the process the LEA has set to hold the school accountable.
The application specifically describes the activities for each school served.	A vague description of services was included for each school served.	No detailed description of services was included for each school served.
A timeline for implementation and accountability is included.	A timeline may not have been included, but accountability events were referenced in the narrative.	No timeline was included.
Points Possible: 8		
Points Awarded:		
Comments:		

Part E – Descriptive Information (continued)

16. Describe the design and implementation plans for the interventions identified at the school. Please note, if in Tiers I or II, the interventions must meet SIG final requirements and must clearly identify the SIG intervention model selected. Identify the services that the school will receive or the activities that the school will implement.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>Interventions were described in great detail and focused on helping the school's students meet the state's standards. Interventions were research based.</p> <p>This section provided a comprehensive overview of the main components of the interventions being proposed.</p> <p>For Tier I or Tier II schools, the intervention clearly met SIG final requirements.</p> <p>Specific programs, professional development, or activities are fully defined in detail and are critical to the school's overall plan of improvement.</p>	<p>Interventions were briefly described and focused on helping the school's students meet the state's standards.</p> <p>This section provided a basic overview of the main components of the interventions being proposed. Details were not complete.</p> <p>For Tier I or Tier II schools, the intervention met most of the SIG final requirements.</p> <p>Application provides moderate detail on proposed programs, professional development, or activities to be implemented.</p>	<p>Interventions were not described and did not address the school's plans to meet the state's standards.</p> <p>This section does not provide an overview of the main components of the interventions being proposed.</p> <p>For Tier I or Tier II schools, the interventions do not meet SIG final requirements.</p>
Points Possible: 8		Points Awarded:
Comments:		

Part F – Timeline

1. Describe the timeline outlining the steps the school will take to implement the selected interventions. If necessary, identify the intervention.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The actions the school will take to implement the interventions were sequentially addressed and thoroughly described in the timeline.</p> <p>The school identified interventions when applicable.</p> <p>A timeline demonstrates that all of the model's elements were included which will be planned for or implemented during the 2016-2017 school year.</p>	<p>The actions the schools will take to implement the interventions were minimally addressed and briefly described in the timeline.</p> <p>The school may or may not have identified interventions.</p> <p>A timeline was included which outlined a few of the model's elements to be planned for or implemented during the 2016-2017 school year.</p>	<p>The actions the school will take to implement the interventions were not addressed or lacked a description in the timeline.</p> <p>The school did not identify interventions when applicable.</p> <p>The timeline did not demonstrate any of the model's elements to be planned for or implemented during the 2016-2017 school year.</p>
Points Possible: 8		Points Awarded:
Comments:		

Part G – Budget

G-1 The school must provide a budget that indicates the amount of funds it will need to implement the interventions in this application. Schools will duplicate this page as necessary as they need to submit a budget for each year of the three years in the grant. The pre-implementation activities that are not necessary for the full implementation may not be paid for with Title I School Improvement Grant funds.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The school submitted a line-itemed budget.</p> <p>The school submitted a budget that reflects amounts requested for each year of a three-year period.</p> <p>The budget reflects sufficient size and scope to support full and effective implementation of selected model or School Improvement Grant.</p> <p>The multi-year budget does not exceed \$2 million per year per school.</p> <p>The application includes pre-implementation activities imperative to the implementation of the School Improvement Grant. These activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Family and Community Engagement • Rigorous Review of External Providers • Instructional Programs • Staffing/School Leadership • Professional Development and Support • Preparation for Accountability Measures 	<p>The school submitted a line-itemed budget.</p> <p>The school submitted a budget that reflects amounts requested for each year of a three-year period.</p> <p>The budget may not clearly demonstrate it is sufficient to support full implementation.</p> <p>The application may include pre-implementation activities. Not all activities are necessary in order for the LEA to prepare for full implementation of the school intervention model.</p>	<p>The school did not submit a line-itemed budget.</p> <p>Budgets amounts were omitted or not clearly indicated.</p>
Points Possible: 8		Points Awarded:
Comments:		

G-2 For each line item in Part F-1, please provide a detailed description of the expenditures listed in F-1.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The budget narrative clearly reflected the proposed interventions and activities as supported through the needs assessment.</p> <p>The budget demonstrated a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget narrative aligns with the submitted budget, represents the contents of the proposal, and clearly focuses on the intervention or School Improvement Grant.</p> <p>All pre-implementation activities are defined and described in detail and are imperative to the successful implementation of the school improvement grant.</p>	<p>The budget narrative minimally aligned to the proposed interventions and activities.</p> <p>The budget may not demonstrate a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget narrative aligns with some but not all of the submitted budget and moderately focuses on the intervention or School Improvement Grant.</p> <p>The pre-implementation activities are somewhat defined and described. These activities may not be necessary in order for the LEA to prepare for full implementation of the school intervention model.</p>	<p>The budget narrative did not reflect the proposed interventions and activities.</p>
Points Possible: 8		Points Awarded:
Comments:		