

Federal School Improvement Grant (SIG) Scoring Guide for District SIG Application

DISTRICT: _____

REVIEWER # _____

____/100

TIER I and TIER II Schools: _____

TIER III Schools (If applicable): _____

DIRECTIONS TO READERS:

Each application will have at least three readers; readers are not to share or compare scores. Follow these steps when scoring each application:

1. Read and score each section of the application, using the *Scoring Guide* to determine *Points Awarded* for each question.
 - a. All districts must complete the following: *Assurances, Certification, Section A: Schools to be Served, and Section C: Budget.*
 - b. Districts applying to serve Tier I or Tier II schools must respond to Questions 1-6.
 - c. Only districts applying to serve Tier III schools must respond to Questions 7a – 7c.
2. Enter the scores at the bottom of each section and in *Points Awarded* column in the table on page 2 - 3. The *Grand Total* for each application will be computed separately.
3. After scoring the application, please summarize in the space below *at least two strengths* and *one weakness* you found in the application. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
4. Please respond to the two questions on page 4. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
5. Note: Applications are assessed first for completeness. Complete application will be scored by three independent, external reviewers. Final determination of successful grantees for SIG awards will be made after OSPI reviews the district's application and conducts interviews as needed with finalists consistent with the recommendations from the United States Department of Education (ED).

Thank you!

Strengths (at least two): _____

Weakness (at least one)

SCORING GUIDE

Question or Section	Points Possible	Points Awarded N/A	Multiplier	Sub Total	Factor	TOTAL
Assurances and Certification	Required	N/A	N/A	N/A	N/A	Required
Section A: Schools to be Served	Required	N/A	N/A	N/A	N/A	Required
Section B: Descriptive Information Question 1a: Selection of Intervention Model	30		3.3		.10	
Section B: Question 1b: District Capacity	50 or 60 or 70		2 (if 50 pt poss) 1.7 (if 60 pt poss) 1.4 (if 70 pt poss)		.20	
Section B: Question 2a: Applying to serve each Tier I school?	Required response	N/A	N/A	N/A	N/A	Required response
Section B: Question 2b: Explanation for district lack of capacity (if applicable)						
Section B: Question 3a: Actions to implement model (100 total per each Tier 1 and Tier 2 School)	100 pts/Tier I and Tier II school		.2 (1 school) .1 (2 schools) .067 (3 schools) .05 (4 schools) .04 (5 schools)	Sum of 3a – 3e	.35	
Section B: Question 3b: Actions to provide ongoing technical assistance	30		.67			
Section B: Question 3c: Actions to align resources	20		1			
Section B: Question 3d: Actions to modify practices or policies	40		.5			
Section B: Question 3e: Actions to sustain reforms	10		2			

Section B: Question 4: Timeline	30 40 50 60 70		3.3 (if 30 pts poss) 2.5 (40 pts poss) 2 (50 pts poss) 1.7 (60 pts poss) 1.4 (70 pts poss)		.15	
Section B: Question 5a: Annual Goals	10		3.3 (if answer 5b) 5 (if do not)	Sum 5a, 5b if applicable & 5c	.15	
Section B: Question 5a: High School Dropout Rate (if applicable)	10 (if applicable)		3.3 (if applicable)			
Section B: Question 5b: Interim Assessments	10		3.3 (if answer 5b) 5 (if do not)			
Section B: Question 6: Stakeholder Involvement	10		10		.05	
Budget	Required	N/A	N/A	N/A	N/A	Required
GRAND TOTAL						/100

Complete the following tables only for Districts applying to serve Tier 3 Schools						
Section B: Question 7a: Tier III Accountability	10		3.3	Sum of 7a – 7c		
Section B: Question 7a: Tier III Services	50		.67			
Section B: Question 7c: Tier III & ESEA Requirements	10		3.3			
Total for Question 7						/100

How BOLD do you consider this proposal to be? How significant is the level of change proposed by the district? Please refer to the district profile to review background information regarding the applying district, e.g., size, geography, staffing capacity, etc.

What follow-up questions would you have for this district?

Section B: Descriptive Information

For each question, determine the degree to which the District completed the following actions:

Q 1a: For each Tier I and Tier II school the District has committed to serve, describe the process of determining the appropriate intervention model (i.e., turnaround, restart, closure, transformation) for each school including how the findings of the required OSPI School-level Needs Assessment and the District’s local analysis were utilized. Include the name(s) of the school(s) in the description.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Used <u>results of OSPI’s School-level Needs Assessment</u> to identify strengths, challenges, and barriers to reform for each Tier I and Tier II school the district has identified it will apply to serve.	Makes reference to OSPI’s <i>Needs Assessment</i> .	Shows analysis of OSPI’s <i>Needs Assessment</i> .	Goes beyond OSPI’s <i>Needs Assessment</i> with further local analysis.	___/10
b. Utilized <u>multiple forms of data</u> and described how they were used to supplement the findings of the <i>Needs Assessment</i> to select an appropriate intervention model in each Tier I and Tier II school. Examples may include: <ul style="list-style-type: none"> • Perceptual data from students, staff, and parents regarding alignment of school practices with OSPI’s <i>Nine Characteristics of High Performing Schools</i>; • Student achievement data on formative and summative assessments; • Teacher qualifications and placement; • Budget, including per pupil expenditures; and • Current school improvement plans and progress toward identified goals. 	Shows evidence of 1 to 2 additional forms of data.	Shows evidence of 3 or 4 additional forms of data.	Shows evidence of 5 or more sources of additional data in the district’s analysis of the best intervention model for the school.	___/10
c. Engaged <u>relevant stakeholder groups</u> , including: <ul style="list-style-type: none"> • Local education associations regarding teacher evaluation and assignment within the specified intervention models; evidence may include a Memorandum of Understanding and/or timeline for collaborating on matters related to contracts and current collective bargaining practices. • Local school board, community partners, parents, students, and staff. 	Shows evidence of 1 – 2 instances of outreach and how input was used.	Shows evidence of engagement with education association in addition to 2 other stakeholder groups; describes how input was used.	Shows evidence of engagement with education association and at least 3 other stakeholder groups; describes how input was used to determine intervention model.	___/10
Total for Question 1a				___/30

Q 1b: Provide evidence the District has the capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school in order to fully and effectively implement the required activities of the intervention model selected (i.e., turnaround, restart, closure, or transformation).				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Provides evidence the district has, or has plans to develop, <u>infrastructures, policies, and practices</u> which are consistent with OSPI's <i>Characteristics of Improved Districts: Themes from Research</i> which will enable the district to implement the intervention fully and effectively. Evidence may include: <ul style="list-style-type: none"> • Developing a network to support a cluster of schools which may include the district's Tier I and Tier II schools; • Revising policies and practices to increase operational flexibility at the building level; and • Developing processes to differentiate resources (e.g., fiscal, human) across the district based on the unique student needs of each school. 	Provides minimal evidence of effort in this area.	Addresses at least 2 steps to increase capacity to implement intervention.	Addresses 3 or more steps to increase capacity to implement intervention.	___/10
b. Provides description of <u>mechanisms for principal and teacher selection and placement</u> and for aligning staff competencies to student needs, in order to assure teachers and principals have the capability to implement one of the four intervention models. (Evidence of use of research on competencies for turnaround principals and teachers.)	Provides minimal evidence of effort in this area.	Describes at least 2 strategies for selection and placement.	Describes 3 or more strategies related to student needs for selecting and placing principals and teachers.	___/10
c. Provides an explanation of ways in which the district has <u>addressed the needs and provided support to these Tier I and Tier II schools in the past</u> . Evidence used to assess this criterion may include: <ul style="list-style-type: none"> • Ways in which district has used data and research to support improvement efforts in identified Tier I and Tier II schools; • District improvement plans demonstrating specific actions which support improvement efforts at identified schools; and • List of resources (e.g., fiscal, leader and teacher assignment, professional development) allocated to support school improvement. 	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Addresses 3 or more steps to increase capacity to support intervention.	___/10
d. Provides evidence of <u>school board commitment</u> to eliminate any barriers to reform and to facilitate full and effective implementation of the model(s).	N/A	N/A	Yes/No	Required
e. Provides <u>timeline and process</u> to build sufficient central office and school-level administrative and teacher leadership capacity to implement the selected model(s).	Provides minimal evidence of effort in this area.	Describes broad steps and timeline.	Provides specific steps and timeline.	___/10

f. As applicable, provides evidence of <u>support of the teachers' union</u> with respect to the staff and teacher evaluation requirements in the turnaround and transformation models, OR provides timeline and process for designing and implementing an evaluation system which takes into account data on student growth (as defined in the interim final notice) as a significant factor. The process should include ways in which the district will collaborate with employee associations to adopt locally-developed competencies to measure the effectiveness of staff who can work within the selected intervention(s).	Provides minimal evidence of effort in this area.	Describes broad steps and timeline.	Shows union support for developing an evaluation system which includes student growth as a factor.	___/10
g. As applicable, describes strategies to be used in <u>recruiting new principals</u> who demonstrate essential competencies necessary to implement the turnaround or transformation model.	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Provides strong evidence for recruiting principal(s) consistent with intervention model(s).	___/10 If applicable
h. As applicable, provides evidence of the <u>availability of EMOs</u> that could be enlisted to implement the restart model.	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Provides strong evidence of effort to identify appropriate provider.	___/10 If applicable
Total Score for Question 1b				___/50 (or 60 or 70)

Q 2a: Is the District applying to serve each Tier I school identified by the State? Yes / No

If “Yes,” skip to Question #3; if “No,” answer Question #2b and then continue to Question #3.

Q 2b: Explain why the District lacks capacity to serve each Tier I school, that is, why the District is not choosing to serve each Tier I school with S/G funds. Include the name(s) of the Tier I school(s) the District is choosing NOT to serve.

Criteria	1-3 points	4-6 points	7-10 points	Score
<p>Note: The district may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.</p> <p>When determining capacity to use school improvement funds, OSPI will take into account such factors as:</p> <ul style="list-style-type: none"> • Number of Tier I and Tier II schools in the district and if they are in a “feeder pattern” or network. • Availability and quality of EMOs which may be enlisted to implement the restart model. • Teacher talent (e.g., highly qualified educators, advanced degrees, demonstrated success in accelerating student achievement in mathematics and/or reading). • District’s ability to recruit a sufficient number of new principals to implement the turnaround or transformation model. • Infrastructures and system-wide supports (e.g., coordinated and aligned standards-based curriculum and assessments, response to intervention framework) to fully and effectively implement one of the four intervention models in each Tier I school. • District determined that it can have the greatest impact on student achievement by focusing resources heavily in a subset of Tier I schools and attempting to turnaround some schools before proceeding to others. • District determined that it can have the greatest impact on student achievement by serving Tier II schools instead of all of its Tier I schools. • For the closure model, access and proximity to higher-performing schools. 	<p>District fails to address sufficient elements in making a case for not serving all of its identified Tier I schools.</p>	<p>District addresses sufficient elements in making a case for not serving all of its identified Tier I schools.</p>	<p>District makes a strong case for not serving all of its identified Tier I schools.</p>	<p>___/10</p>
Total Score for Question 2b				___/10

Q3a: For each Tier 1 and Tier II school the District is applying to serve, select the appropriate Intervention Scoring Guide, score the district’s plan to implement the elements of the intervention, transfer the score to the cover sheet and include the Intervention Scoring Guide in the District’s application folder.

Q 3b: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District, the District and School Improvement and Accountability Division (DSIA) of OSPI, or a designated external lead partner organization (such as a school turnaround organization or an EMO.)

If the District plans to use an external lead partner organization or EMO, explain actions the District has taken, or will take, to recruit, screen, and select the provider(s). Districts may contact DSIA for information regarding technical assistance available through DSIA.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>a. Provides an explanation of how the district has determined that <u>engagement of external partners is expected to result in substantial raises in student achievement</u>, such as:</p> <ul style="list-style-type: none"> • Description of types of data and research used to make the decision to engage external partners (e.g., <i>School-level Needs Assessment</i>, district-level capacity); • Expectations for external partners with respect to required, and if applicable, permissible actions for intervention(s) and improvement activities; and • Specific qualifications (e.g., demonstrated success in turning around schools) which will be used to recruit, screen, and select external partners. 	Provides minimal evidence of steps to engage external partners to support intervention.	Provides moderate evidence of steps to engage external partners to support intervention.	Provides extensive evidence of steps to engage external partners to support intervention.	___/10
<p>b. If the district plans to use an external lead partner, response describes <u>selection process</u>; response may include:</p> <ul style="list-style-type: none"> • Description of ways in which the district collaborated with the state or other educational agencies to create a rigorous process for recruiting, screening and selecting external provider(s); and • Criteria and rubric used to match applicant credentials and qualifications to specific intervention(s) and improvement activities/services, school level, and needs. 	Provides little or no explanation of the selection process.	Provides some explanation of the selection process.	Provides extensive explanation of the selection process detailing ways the district worked with state or other agencies to create a rigorous process for selection with a clear match to desired outcomes of intervention.	___/10
<p>c. Describes evaluation process which will be used to monitor <u>supports and services provided by external lead partner</u>. Description may include:</p> <ul style="list-style-type: none"> • Steps and timeline for implementing the evaluation process; • Data (e.g., progress toward annual goals and leading indicators) which will be used to monitor and assess implementation and impact of intervention(s) and/or improvement activities; • Process for determining additional metrics which will be used in the evaluation process (if any), and • Opportunities for stakeholder involvement in the process. 	Provides little or no explanation of the process for monitoring and evaluating the external lead partner.	Provides some explanation of the process for monitoring and evaluating the external lead partner.	Provides extensive explanation of the process for monitoring and evaluating external lead partners, detailing timelines and measures of impact on student learning and other leading indicators.	___/10
Total Score for Question 3b				___/30

Q 3c: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to align other resources to fully and effectively implement the intervention (i.e., turnaround, restart, closure, or transformation).				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>a. Dedicates <u>resources needed to fully and effectively implement each intervention</u> as defined in the federal guidelines. Resources may include:</p> <ul style="list-style-type: none"> • Personnel (e.g., assigning effective teachers and leaders, instructional coaches, and district liaison to the district’s persistently lowest-achieving schools); • Federal, state, and local funding which will be used in addition to <i>S/G</i> funds; • Technology (e.g., data systems and assessment systems); • Standards-based curriculum and assessment materials; and • Partnerships with community agencies. 	Provides minimal attention to reallocation of local resources to support the intervention.	Describes some reallocation of local resources to assure that local resources support the intervention.	Completely addresses this issue with human resources, technology supports, instructional coaches, etc.	___/10
<p>b. Describes <u>systematic process</u> in which central office and building administrators work together to analyze, coordinate, blend, and align available resources to support the continuous improvement process and intervention(s):</p> <ul style="list-style-type: none"> • Data collected and analyzed to differentiate and coordinate resources; • Collaborative decision-making process used in differentiating resources; • Alignment of the intervention with other district/school initiatives and grants; • Process to acquire additional resources and partnerships); and • Plan for continuously reviewing and making timely adjustments in resource allocations to assure these schools receive the resources necessary to make adequate yearly progress (AYP) and exit improvement status. 	Addresses 1 or 2 of these elements	Addresses 3 of the suggested elements.	Addresses more than 3 of the suggested elements to support identified school.	___/10
Total Score for Question 3c				___/20

Q 3d: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to fully and effectively implement the interventions (i.e., turnaround, restart, closure				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>a. Identifies process to review current practices and policies which <u>support or impede reform efforts</u> at the identified schools, such as:</p> <ul style="list-style-type: none"> • Timeline for review of current policies and practices; • Process for annual review and revision of board policies and procedures; • Opportunity for stakeholder involvement; • Data used to assess impact of practices and policies; • Identification of district practices or policies that research (e.g., OSPI's <i>Characteristics of Improved Districts: Themes from Research</i>) suggests can support or impede implementation of intervention(s); and • Evidence of district's assessment of current practices and policies in light of required, and as appropriate, permissible actions for selected intervention(s). 	Addresses fewer than 3 of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support implementation of intervention.	___/10
<p>b. Identifies processes and policies related to <u>recruiting and retaining highly effective teachers and leaders</u> to work in the district's persistently lowest-achieving schools. Response may include process and timeline to:</p> <ul style="list-style-type: none"> • Address issues in collective bargaining agreements which may impact implementation of intervention (if needed); • Collaboratively identify teacher and leader competencies essential for full implementation of intervention(s) and improvement activities; and • Provide competitive salaries and benefits, professional autonomy and flexibility. 	Addresses 1 of these elements.	Addresses 2 of the suggested elements.	Addresses all of the suggested elements.	___/10
<p>c. Describes processes for <u>intentional, frequent communication</u> between superintendent/district office and staff in participating schools. The response identifies <u>multiple methods for ongoing communication</u> and <u>opportunities for collaboration</u> to build clarity, commitment, and consistency in district practices.</p>	Minimally addresses communication plan.	Addresses quarterly communication between district and school.	Details frequent 2-way communication using multiple methods.	___/10
<p>d. Describes process to <u>examine system-wide alignment of programs and practices</u> with the intervention(s). The district's response may include the following:</p> <ul style="list-style-type: none"> • Identification of current programs and practices which may support or impede the intervention(s); • Description of the process, including timeline and data collected, for assessing the impact of these programs and practices on the intervention(s); and • Strategies for aligning these programs and practices with the required and, if applicable, permissible actions for the intervention(s). 	Minimally addresses system-wide plan.	Describes plans to align some programs and practices.	Details a complete plan to align programs and practices with the selected intervention(s).	___/10
Total Score for Question 3d				___/40

Q 3e: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to sustain reforms after the funding period ends.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes <u>system-wide infrastructures</u> the district has developed, or will develop, to sustain reforms in Tier I and Tier II schools over time. The district's response may identify the following:</p> <ul style="list-style-type: none"> • Board-adopted policies and practices, systems, and supports for Tier I and Tier II schools to sustain changes and innovations; • Tools, systems, and practices supporting the use of data to inform district, school, and classroom decision-making; • Process for delivering collaboratively determined, job-embedded professional development to increase teacher and leader effectiveness and to help staff internalize changes so they become part of routine practice; • Calendar and schedule which provide extended learning time; • System for continued alignment of curriculum, assessments, and intentions and, if appropriate, for continued support of the instructional model(s); • Budget which uses federal, state, and local education funding to sustain reforms; • Narrative describing process for differentiating resources to sustain reforms and avoid a "funding cliff" at the conclusion of the grant; and • Decision-making practices at the district and school levels which provide for stakeholder involvement and input for sustaining changes, innovations, and a continuous improvement process. 	Addresses fewer than three of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support sustaining reforms after the funding period ends.	__/10
Total Score for Question 3e				__/10

Q 4: Provide a timeline delineating the steps the District will take to implement the selected interventions (i.e., turnaround, restart, closure, or transformation) in each Tier I and Tier II school identified in this application. The timeline should indicate that the District has the ability to get the basic elements of its selected models up and running by the beginning of the 2010-11 school year.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Provides <u>three-year timeline</u> for implementing the selected interventions in each Tier I and Tier II school identified in the application.	Minimally developed.	Describes broad overview of 3 year timeline.	Addresses most of the elements of the selected intervention(s) for 3 year timeline.	___/10
b. Timeline for 2010-11 indicates <u>basic elements of the selected intervention model(s) will be up and running by the beginning of the 2010-11 school year.</u> Note: <ul style="list-style-type: none"> Basic elements are attached to this <i>Scoring Guide</i>. 	Minimally developed.	Describes broad overview of basic elements which will be implemented during first year for each intervention.	Addresses most of the basic elements which will be implemented during first year for each intervention.	___/TBD (Total based on total # of Tier I/II schools)
c. Timeline allows for <u>certain intervention model components</u> (e.g., job-embedded professional development or identifying and rewarding teacher and principals who have increased student achievement) <u>to occur later</u> in the process of implementing the model.	Minimally developed.	Describes remaining components of selected intervention(s) which will be implemented during the 3-year timeline.	Addresses most of the remaining components of selected intervention(s) which will be implemented during the 3-year timeline.	___/10
Total Score for Question 4				___/TBD

Q 5a: ACADEMIC GOALS Describe the annual goals for student achievement on the State’s assessments in reading and mathematics that the District has established to monitor its Tier I and Tier II schools that receive school improvement funds.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Provides specific <u>annual goals</u> on the State’s annual assessments in reading and mathematics.</p> <p>****Schools may set additional goals for sub-groups of students, for example:</p> <ul style="list-style-type: none"> • <i>ELL students’ year to year growth exceeds the expected growth on WLPT-II.</i> • <i>In addition to growth goals for all students, the school’s achievement gaps will diminish by X% annually.</i> 	<p>Grade-level annual goals for increase in the percent of students proficient are missing or are less than or equal to the annual state growth.</p>	<p>Grade-level annual proficiency goals would result in not closing the gap between the school’s baseline (’07-’09 average) and the State Uniform Bar by at least 50%.over 3 years.</p>	<ul style="list-style-type: none"> • Grade-level annual proficiency goals target a 30% gain over 3 years, or exceed their baseline by 10% a year, or • result in surpassing the State Uniform Bar, or • the school’s matched cohort (same students) growth from level to level (MSP performance levels) exceeds by at least 15%the State’s level to level growth per year, e.g., L1 to L2; L2 to L3 & L4. • ****sub group goals 	<p>___/10</p>
<p>Total Score for Question 5a (academic)</p>				<p>___/10</p>

Q 5a: DROPOUT REDUCTION GOAL (If applicable): High schools identified as Tier I or Tier II schools due to average weighted graduation rates less than 60% must also set goals targeting reducing their annual dropout rates..				
Criteria:	1-3 points	4-6 points	7-10 points	Score
For High Schools: Provides specific annual goals for drop-out rates.	Dropout reduction goals are missing or less than a reduction of 1% per year.	Dropout rate goals target an annual dropout rate of less than 5%/year for each of the next 3 years.	Dropout rate goals target an annual dropout rate of less than 3%/year for each of the next 3 years.	___/10
Total Score for Question 5a (dropout reduction)				___/10 If applicable

Q 5b: Describe how the District will use interim assessments or other indicators of progress to determine if students are on track to reach annual goals the District has established to monitor its Tier I and Tier II schools that receive school improvement funds.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes data which will be used to measure progress; actions may include:</p> <ul style="list-style-type: none"> Identifies <u>interim assessments or other indicators of progress</u> which will be used to monitor progress in Tier I and Tier II schools; or District's plan to put in place. Provides <u>timeline</u> for collecting and analyzing data from interim assessments or other indicators of progress; Describes <u>technical assistance and other resources</u> which will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; Describes <u>additional resources</u>, if any, which will be provided to implement interim assessments and other indicators of progress; and Describes process to <u>reassess current and/or provide additional support and resources</u> (e.g., human, fiscal) if school is not meeting or on target to meet annual goals. 	Addresses 1 or 2 of the steps to establish interim assessments to determine if students are on track to meet annual goals.	Addresses 3 of the steps to establish interim assessments with timeline for data collection and analysis.	Addresses 4 or more of the steps to establish interim assessments with timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.	___/10
Total Score for Question 5b				___/10

Q 6: Describe how, as appropriate, the District consulted with relevant stakeholders regarding the District's application and implementation of school improvement models (i.e., turnaround, restart, closure, or transformation) in its Tier I and Tier II schools.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Identifies <u>relevant stakeholder groups</u> who were consulted during the <u>application process</u> and will be consulted during the <u>implementation process</u>. Actions include:</p> <ul style="list-style-type: none"> • Describes variety of two-way communication models (e.g., survey, focus group) which were used to gather input during the <u>application process</u> from these groups; and • Describes how stakeholder input was utilized in the <u>application process</u>. • Identifies relevant stakeholder groups who will be consulted with during the <u>implementation process</u>; • Provides timeline for Tier I and Tier II schools which indicates regular consultation with relevant stakeholders during the <u>implementation process</u>; • Describes a variety of two-way communication models (e.g., survey, focus group) that will be used to gather input during the <u>implementation process</u> from these groups; and • Describes how stakeholder input will be utilized during the <u>implementation process</u>. 	Provides minimal evidence of stakeholder involvement in the application process.	Provides moderate evidence of stakeholder involvement in the application process and some indication of plans for continued engagement.	Provides extensive evidence of stakeholder involvement in the application process with plans for continued involvement through the <i>SIG</i> timeline.	___/10
Total Score for Question 6				___/10

For Districts Applying to Serve Tier III Schools (NOTE: OSPI may fund Tier III schools only after all TIERs I and II are funded)

Q 7a: Describe how the district will hold each Tier III school receiving SIG funds accountable for meeting the goals the school has established..				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes data which will be used to measure progress; actions may include:</p> <ul style="list-style-type: none"> Identifies <u>interim assessments or other indicators of progress</u> which will be used to monitor progress in Tier III schools; Provides <u>timeline</u> for collecting and analyzing data from interim assessments or other indicators of progress; Describes <u>technical assistance and other resources</u> which will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; Describes <u>additional resources</u>, if any, which will be provided to implement interim assessments and other indicators of progress; and Describes process to <u>reassess current and/or provide additional support and resources</u> (e.g., human, fiscal) if school is not meeting or on target to meet annual goals. 	Addresses 1 or 2 of the steps to establish interim assessments to determine if students are on track to meet annual goals.	Addresses 3 of the steps to establish interim assessments with timeline for data collection and analysis.	Addresses 4 or more of the steps to establish interim assessments with timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.	___/10
Total for Question 7a				___/10

Q 7b: For each Tier III school the District commits to serve, identify the services the school will receive or the improvement activities the school will implement. These services may be provided by the District, or with the approval of the District, support by the District and School Improvement and Accountability Division of OSPI or by other external providers. Include the timeline for providing these services and activities.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Describes <u>specific services or improvement activities</u> for each Tier III school.	Provides minimal response.	Outlines system of supports to support improvement efforts in identified schools.	Provides comprehensive school support plan which specifies improvement activities.	___/10
b. Identifies data analyzed to determine services the school will receive or the activities the school will implement.	Provides little evidence of data analysis.	Describes 3 sources of data which were analyzed.	Describes at least 4 sources of data and how they were used to determine	___/10

			services.	
c. Identifies research base utilized to identify services the school will receive or the activities the school will implement.	Minimally refers to evidence-based practices which will be implemented in the school.	Describes 2 evidence-based practices which will be implemented in the school, and cites relevant research.	Describes at least 3 evidence-based practices which will be implemented in the school, and cites relevant research.	___/10
d. Provides three-year timeline for implementing the selected school improvement strategies.	Minimally developed.	Describes broad overview of 3 year timeline.	Addresses most of the elements of the selected intervention(s) for 3 year timeline.	___/10
e. Outlines specific actions the District will take to sustain reforms in Tier III schools after the funding period ends.	Describes 1 or 2 actions.	Describes 3 or 4 actions, citing research on effective district practices.	Describes at least 5 actions, citing research on effective district practices to support sustaining reforms after the funding period ends.	___/10
Total for Question 7b				___/50

Q 7c: Describe how the District will address ESEA requirements in each identified Tier III school in corrective action or restructuring (Step 3, Step 4, or Step 5) based on 2009-10 state assessment data. In the description, include the name of the Tier III school and its step of improvement (Step 3, Step 4, or Step 5).				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<ul style="list-style-type: none"> Describes <u>specific actions</u> the District will take to address ESEA requirements for schools in corrective action or restructuring in 2009-10 (Step 3, Step 4, or Step 5.) Includes the <u>name of each Tier III school</u> and its <u>step of improvement in 2009-10</u> (Step 3, Step 4, or Step 5). Provides an <u>explanation of ways in which the District has addressed the needs and provided support</u> to these Tier III schools in the past. 	Provides little or no description of future or past/current actions taken to address ESEA requirements.	Describes future or past/current actions taken to address ESEA requirements.	Describes future or past/current actions taken to address ESEA requirements; includes explanation regarding outcomes of past/current actions and reasons for future actions.	___/10
Total for Question 7c				___/10

Budget

The district's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the district's application as well as to support school improvement activities in Tier III schools throughout the period of availability of SIG funds (taking into account any waiver extending that period received by either OSPI or the district).			
Criteria:			Meets Criteria
a. Proposed budget for each Tier I and Tier II school the district is applying to serve is of sufficient size and scope to support full and effective implementation of the selected intervention for these Tier I and Tier II schools over a period of three years through September 30, 2013, pending approval of the state's waiver to the United States Department of Education (ED).	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
b. Proposed budget for each Tier III school the district is applying to serve includes the services the district will provide the school at a scale sufficient to support school improvement activities in those schools. A district may "serve" a Tier III school by providing services that provide a direct benefit to the school. While the Tier III school must receive some tangible benefit from the district's use of SIG funds, the value of which can be determined by the district, the school need not actually receive SIG funds. (Funding is only available for Tier III schools after all Tier 1 and Tier II schools have been funded.)	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
c. Overall proposed budget, with supporting rationale, indicates how district will allocate school improvement funds over a maximum of a three year period, with separate budgets for each of the Tier I, Tier II, and Tier III schools it is applying to serve.	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
d. Proposed budget includes funding for district-level activities necessary to support the implementation of school intervention models in Tier I and Tier II schools and services/improvement activities in Tier III schools.	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
e. Proposed budget reflects how the district will sustain improvement efforts after the end of the grant period.	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
f. If applicable, proposed budget reflects amounts agreed upon between the district and OSPI/DSIA to provide technical assistance and other supportive services; if applicable, proposed budget reflects agreed-upon amounts to contract with external provider(s).	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No If applicable
Budget is complete:			Yes/No