

Next Gen SIG Planning Application Scoring Rubric

<p>1. Demonstrated Academic Need</p> <p>The application provides a data-informed explanation of the unique academic needs of students in the participating schools with a focus on the impact of COVID 19.</p>	<p>0 points: The application fails to provide a description of how students and families within the community have been impacted by COVID 19.</p>	<p>5 points: The application provides a general description of how students and families within the community have been impacted by COVID 19 that fails to distinguish the schools in the application from other OR does not include data points (formative assessments, attendance data, mode of instruction, indicators of social and emotional well-being, etc.) to complement the description.</p>	<p>10 points: The application provides a detailed description of how students and families within the community have been impacted by COVID 19 and includes data points (formative assessments, attendance data, mode of instruction, indicators of social and emotional well-being, etc.) to complement the description but may not fully justify the statements included in the description of impact.</p>	<p>15 points: The application provides a detailed description of how students and families within the community have been impacted by COVID 19 including strategically selected data points to justify the description that may include (formative assessments, attendance data, mode of instruction, indicators of social and emotional well-being).</p>
<p>2.1 ETT Membership</p> <p>The application identifies a ETT members that reflect different perspectives with a focus on elevating voices outside of the K-12 system.</p>	<p>0 points: The application does not identify specific ETT members or provide a detailed enough description to evaluate the diversity and capacity of the ETT.</p>	<p>2 points: The identified or anticipated ETT members consist of mostly school/ corporation-based personnel. Membership includes a minority of members from outside of K-12 education.</p>	<p>3 points: The application provides a description of anticipated ETT members that reflect the diversity of the school community in perspective and experience and demonstrates a commitment to identifying most ETT members from outside of K-12.</p>	<p>4 points: Identified ETT members reflect the diversity of the school community in perspective and experience, and includes most members from outside of K-12, including community leaders and workforce reps.</p>
<p>2.2 ETT Authority</p> <p>The application clearly articulates the authority that will be given to the ETT to make decisions related to the transformation plan.</p>	<p>0 points: The application does not describe any authority that will be provided to the ETT or fails to provide authority to the ETT.</p>	<p>2 points: The application describes giving the ETT authority but falls short of identifying specific areas or committing to formalize the authority of the ETT in an MOU or other agreement.</p>	<p>3 points: The application outlines clear authority of the ETT aligned to personnel, scheduling, budgets, and programs, but stops short of formalizing the authority of the ETT in an MOU or other agreement.</p>	<p>4 points: The application proposes a formal agreement or MOU between the ETT and the school corporation that articulates clear authority of core operational aspects including personnel, scheduling, budgets, and programs.</p>
<p>2.3 Ongoing ETT Engagement</p> <p>The application describes how the ETT will regularly engage with key school officials to ensure ongoing monitoring of implementation and program evaluation.</p>	<p>0 points: The application does not describe how the ETT will engage with school officials throughout the transformation.</p>	<p>1 point: The application provides a general outline of ETT and school official engagement but lacks specific details or purpose.</p>	<p>2 points: The application outlines regular engagements between the ETT and school officials. The role of the ETT and purpose of the engagements is unclear or does not include clear monitoring or oversight.</p>	<p>3 points: The application outlines a regular schedule of engagements between the ETT and school officials to monitor and inform implementation of the plan and provide ongoing oversight and evaluation of the effectiveness and impact of the plan.</p>
<p>3. Problem Statement</p> <p>The application identifies a specific problem that is within the school's locus of control.</p>	<p>0 points: The application does not include a problem statement or includes a problem statement that is so ambiguous that a clear problem or challenge cannot be deduced.</p>	<p>1 point: The application includes a general problem statement that is either outside of the school's control or does not include specific challenges associated with the educational opportunity currently offered to students.</p>	<p>2 points: The application describes a specific problem that is programmatic, or strategy focused. The problem statement does not reflect the systemic barriers that perpetuate the gap between educational opportunity and unique student needs.</p>	<p>3 points: The application describes a specific problem at the systems level that focuses on aligning educational opportunities to student needs and provides a clear strategic justification as to why it is negatively impacting student outcomes.</p>
<p>4.1 Where are we?</p> <p>The application describes relevant data and experiences aligned to the problem statement that focuses on gaps in opportunity and access for students. The application describes a clear vision for success.</p>	<p>0 points: The application does not include a description of the current gaps in opportunities and access that inhibit student outcomes.</p>	<p>1 point: The application provides a general description of the current educational opportunity and how it relates to the problem but fails to provide data or additional evidence or tie it to the problem statement; and/or, the vision statement does not sufficiently describe a transformed opportunities for students.</p>	<p>2 points: The application describes general data and experiences that are not directly tied to the challenges addressed in the problem statement; and/or, the vision for success is general and does not include concrete student outcomes.</p>	<p>3 points: The application describes relevant data and experiences aligned to the problem statement that focuses on gaps in opportunity and access for students and articulates a clear vision for success that includes concrete student outcomes.</p>
<p>4.2 How did we get here?</p> <p>The application identifies concrete and tangible conditions or systemic barriers that are contributing to the gaps identified in the previous section.</p>	<p>0 points: The application fails to identify relevant and/or general internal or external barriers that are inhibiting student success.</p>	<p>1 point: The application identifies general internal and external conditions or systemic barriers that are contributing to the gaps identified in the previous section.</p>	<p>2 points: The application identifies concrete and tangible barriers that are contributing to the gaps identified in the previous section, but most of those barriers are outside of the school's control. The description fails to demonstrate a strong locus of control and understanding of how the current system inhibits progress.</p>	<p>3 points: The application identifies concrete and tangible internal and external conditions or systemic barriers that are contributing to the gaps identified in the previous section. The application demonstrates ownership over internal and external conditions or barriers, identifying relevant challenges over which the school has influence.</p>
<p>4.3 How do we get to our desired explanation?</p> <p>The application articulates concrete steps that can be taken to address the systemic barriers and conditions that inhibit student success.</p>	<p>0 points: The application fails to provide a plan or provides a plan that is completely disconnected from the problem or systemic barriers that have been identified.</p>	<p>1 point: The application outlines a plan to improve student success but fails to address the systemic barriers that were identified in the previous section; or, the application fails to present a plan to address systemic barriers because none were identified in the previous section.</p>	<p>2 points: The application demonstrates some ownership and agency in relation to addressing and eliminating the gaps and barriers that inhibit student achievement. Proposed solutions tend to focus on programmatic issues rather than a systemic approach to improving educational opportunities for students.</p>	<p>3 points: The application demonstrates clear ownership and agency in relation to addressing and eliminating the gaps and barriers that inhibit student achievement. Proposed solutions go beyond programmatic solutions and reflect a systems approach to improving educational opportunity for students.</p>

<p>5. Expert Partner</p> <p>The application provides a clear justification for selecting or not selecting an expert partner that fully addresses the capacity of the ETT and school officials to address the conditions identified in previous sections.</p>	<p>0 points: The application fails to identify an expert partner or the ETT members.</p>	<p>2 points: The application identifies an expert partner to support the work but does not provide any justification or rationale for the selection; or the application identifies ETT members but fails to provide any justification or explanation of the expertise the team possesses related to leading a school transformation.</p>	<p>3 points: The application includes a justification for selecting the expert partner that lacks rigor and as a result is unclear if the expert partner has a strong track-record of success doing similar work; or the application outlines the capacity and expertise of the ETT but does not explicitly connect that expertise to the knowledge and skills needed to lead school transformation.</p>	<p>4 points: The application includes a strategic approach to evaluating expert partners aligned to rigorous expectations and identifies an expert partner with a track-record of success leading similar school transformation work; or clearly articulates how the capacity and expertise of the ETT is sufficient to lead the transformation without the support of an expert partner.</p>
<p>6. Intervention Priority</p> <p>The application provides an overview of the school improvement priority around which the planning process will focus, along with the intervention model, to establish the conditions necessary to transform the educational experience for students being served in the school.</p>	<p>0 points: The application selects an intervention priority, but it is unclear how it aligns to the problem statement AND it fails to explain how the intervention priority will transform the current student experience.</p>	<p>2 points: The application selects an intervention priority, but it is unclear how it aligns to the problem statement OR it fails to explain how the intervention priority will transform the current student experience.</p>	<p>3 points: The application identifies an intervention priority that aligns to the problem statement. The description explains how the intervention priority will serve as the core of the implementation plan but fails to explain how the priority will transform the current student educational experience.</p>	<p>4 points: The application identifies an intervention priority that aligns to the problem statement and the systemic barriers identified that are currently limiting student achievement and outcomes. The description explicitly explains how the selected priority will transform the educational experience for students to better align to their needs.</p>
<p>7. Intervention Model</p> <p>The application must identify an intervention model that will the necessary conditions for school transformation. The selected model must provide the regulatory and governance flexibility necessary to successfully transform the educational experience for students in the school.</p>	<p>0 point: The application fails to identify an intervention model.</p>	<p>2 points: The application identifies an intervention model but fails to explain how the model will enhance the intervention or create the operational flexibility necessary to successfully transform the educational experience for students.</p>	<p>3 points: The application identifies an intervention model but includes only a general explanation for how the selected model increases operational flexibility or how that flexibility will enhance the intervention and/or increase the likelihood for success.</p>	<p>4 points: The application identifies an intervention model that addresses the systemic barriers identified in the application and clearly explains how the selected model increases operational flexibility and how that flexibility will enhance the intervention and/or increase the likelihood for success.</p>
<p>8. Commitment to Transformation</p> <p>The application, across all of the required section, demonstrates a strong commitment to transformative change focused on changing the conditions within which the school operates.</p>	<p>0 points: The application does not demonstrate a strong commitment to developing a plan that will improve student outcomes.</p>	<p>5 points: The challenges identified in the plan are relevant but fail to demonstrate an understanding for how system barriers may inhibit student success and therefore fails to commit to the transformative changes necessary to dramatically improve outcomes for students.</p>	<p>10 points: Overall the application demonstrates an understanding and ownership of the systemic barriers that inhibit student learning but does not demonstrate a commitment to the types of systemic transformation necessary to redesign the educational experience.</p>	<p>15 points: Overall the application demonstrates a clear understanding and ownership of the systemic barriers that inhibit to student learning and a commitment to addressing the systemic barriers that inhibit student success to redesign the educational experience in the image of the students the school currently serves.</p>
<p>8.1 Budget</p> <p>The application includes a budget with allowable expenses.</p>	<p>0 points: The application does not include a budget description and/or a completed budget template or the budget description fails to provide even a general explanation for how school improvement resources will be used to support the planning phase.</p>	<p>5 points: The application provides a budget description and completed budget template that, at a minimum, generally explain how school improvement resources will be used to support the planning year.</p>		
<p>Total (55 pts possible)</p>				