

1003 School Improvement Grant Application

Form Number: RFP 820

Section 1003 of the Elementary and Secondary Education Act,
as amended by the Every Student Succeeds Act of 2015

Issue Date: June 16, 2023

Due Date: July 21, 2023

This document contains important information about the grant described above.
Please read this document carefully.

The grant application must be completed on-line in eGMS.

<https://connecticut.egrantsmanagement.com>

No paper or email applications will be accepted.

Charlene Russell-Tucker
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Connecticut State Department of Education
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PART I: 1003 SIG APPLICATION INSTRUCTIONS

A. Submission Instructions

Please review and follow all directions carefully when completing the 1003 School Improvement Grant (SIG) application. All applications must be submitted through the eGrants Management System (eGMS). **All applications must be submitted in Superintendent Approved status by 11:59 PM on Friday, June 23, 2023.** Please note that all applications become the property of the Connecticut State Department of Education (CSDE) and are subject to disclosure pursuant to the Freedom of Information Act (FOIA) in Connecticut General Statutes Sections 1-200 et seq. Please complete all of the required components. The application will be deemed incomplete and not rated if required components are not submitted. Completed applications in the eGMS must include the following:

Required Components:
School Selection
District Application and Assurances
School Plan
Budget Proposal

B. Timeline Summary

1. CSDE notifies districts about 1003 SIG competition.	June 16, 2023
2. CSDE releases 1003 SIG application to districts with eligible schools.	June 16, 2023
3. Districts submit 1003 SIG applications.	July 21, 2023
4. CSDE awards 1003 SIG funds to districts.	August 2023
5. 1003 SIG schools begin planning for full implementation.	August 2023

C. Questions

All questions regarding 1003 SIG should be directed to:

Jennifer Webb, Education Consultant, CSDE | Telephone: 860-713-6603 | E-mail: Jennifer.webb@ct.gov

PART II: SIG 1003 OVERVIEW

A. 1003 SIG Overview

Title I, Part A, Section 1003 School Improvement Grants (SIG) authorized under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, provide states and districts with funds to leverage change and turn around chronically underperforming schools. The CSDE anticipates identifying group B of its second cohort of 1003 ESSA SIG schools through a competitive grant process. For this cohort, approximately \$2 million in 1003 SIG funds is available for competition for 2023-24. The district may apply for awards with a minimum of \$50,000 per year for eligible Title I Focus schools and a minimum of \$200,000 per year for eligible Title I Turnaround schools. No school may be awarded more than \$500,000 per year. This cohort for Competitive SIG funds runs from 2023-24 through 2024-25, with an annual allocation of funds.

B. Eligible Schools

States must give priority in awarding 1003 SIG funds to districts that demonstrate the greatest need for the funds and the strongest commitment to use the funds to substantially raise the achievement of students attending the persistently lowest-achieving schools. Connecticut schools that are eligible to participate in the SIG program are Title I schools designated as either Turnaround or Focus schools identified through the 2021-22 Next Generation Accountability System results. A complete list of eligible schools can be found in Appendix A. Schools eligible for these funds may not already receive Opportunity District ESSA SIG funding or Competitive ESSA SIG funding.

C. 1003 SIG Award Selection Criteria

Using Appendix B: The 1003 School Improvement Grant District Application Rubric, a selection committee will review and score all applications that meet the minimum submission requirements:

1. School for which the application is submitted must be an eligible Title I Focus or Turnaround School as listed in Appendix A.
2. A completed application must be submitted in the eGrants Management System by Friday, June 23, 2023, at 11:59 p.m.

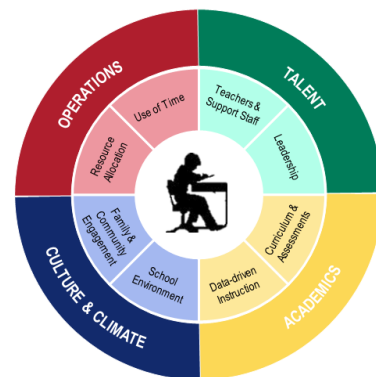
All awards are subject to the availability of funds. Grants are not final until the award letter is executed. Given the number of eligible applicants, the CSDE anticipates a highly competitive process resulting in funding being awarded to only those applicants submitting well-developed applications and transformative plans.

D. CSDE Turnaround Framework

All 1003 SIG plans must outline comprehensive and transformative strategies in four domains identified by the CSDE's Turnaround Office: (1) Talent, (2) Academics, (3) Culture and Climate, and (4) Operations, while ensuring compliance with the requirement that only evidence-based interventions identified with strong, moderate or promising evidence-base may be funded under 1003 SIG funding (see page 5 for these definitions). The school makes targeted investments in the following areas:

- **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
- **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.
- **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning and engages families and the community as partners in the educational process.
- **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

If the SIG plan impacts elements of the collective bargaining agreements applicable to the administrators and teachers employed by the local board of education, such provisions must be negotiated in accordance with existing contracts.



E. Requirement for Evidence-based Interventions

Under ESEA, as amended by ESSA, states must identify two types of low-performing schools:

- *Targeted support and improvement* schools, which are schools with one or more consistently underperforming subgroups.¹ In Connecticut, these schools are referred to as Focus schools.
- *Comprehensive support and improvement* schools, known in Connecticut as Turnaround schools, which include:
 - the lowest-performing five percent of Title I schools in the state;
 - any public high school failing to graduate one-third or more of its students; and
 - Title I schools with a consistently underperforming subgroup that, on its own, is performing as poorly as students in the lowest-performing five percent of Title I schools, and that has failed to improve after the school has implemented a targeted support and improvement plan.²

Focus and Turnaround schools³ must develop plans for improving student outcomes that (among other things):

- are informed by all the indicators for differentiating schools listed above;
- include evidence-based interventions (see box below); and
- are based on an assessment of the school’s needs.⁴

Under ESSA, Focus and Turnaround schools that receive Title I funds have the same Title I, Part A spending options as any other Title I school, and can also use their Title I, Part A funds to support the school’s Focus and Turnaround initiatives.

¹ ESSA, Sections 1111(c)(4)(C)(iii) and 1111(d)(2). ESSA does not define what it means to be consistently underperforming, but rather leaves it for states to define.

² ESSA, Section 1111(c)(4)(D).

³ For CSI (Turnaround) schools, the Local Education Agency (LEA) develops the plan, which must be approved by the school. ESSA, Section 1111(d)(1)(B).

⁴ ESSA, Section 1111(d)(1)(B) and Section 1111(d)(2)(B).

Definition of “Evidence-Based” in ESSA

Evidence-based means an activity, strategy, or intervention that:

- i. demonstrates a **statistically significant effect on improving student outcomes or other relevant outcomes based on—**
 - (I) **strong evidence from at least one well-designed and well-implemented experimental study;**
 - (II) **moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or**
 - (III) **promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or**
- ii. (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Section 1003 funds can only be used to support activities that meet ESSA’s top three tiers of evidence (highlighted in bold text above). In other words, Section 1003 funds can only be used to fund activities, strategies, or interventions based on a study that demonstrates the activity, strategy, or intervention has a *statistically significant effect* on improving student outcomes.⁵ While Focus and Turnaround schools must implement evidence-based interventions under ESSA’s school improvement requirements, this requirement does not directly affect their use of Title I, Part A funds under ESSA.

F. Modifications and Annual Renewal

The CSDE must evaluate annually if the district is eligible to have their 1003 SIG application renewed. The Commissioner or his/her designee may, on the basis of such review, address with district and school leadership a lack of sufficient progress or other implementation issues at the school. If the school does not enact changes or the changes are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at the school, including, but not limited to, developing a revised 1003 SIG Plan.

Additionally, the schools must demonstrate progress with regard to the following indicators:

- school classification/rating;
- discipline incidents;
- dropout rate;
- student chronic absenteeism rate;
- progress on student achievement on assessments for all students and high needs subgroups;
- progress on student growth on assessments in Grades 3 through 8 for all students and high needs subgroups (elementary and middle only);
- number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only);
- four-year and six-year cohort graduation rate (high school only); and
- teacher attendance rate.

⁵ ESSA, Section 8101(21)(B) stating:

(B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT.—When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

G. Freedom of Information Act

All of the information contained in a proposal submitted in response to this application is subject to the provisions of FOIA, Section 1-200 et seq. of the Connecticut General Statutes. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in statute) are public records and every person has a right to inspect such records and receive a copy of such records.

PART III: 1003 SIG eGMS APPLICATION AND BUDGET INSTRUCTIONS

A. eGMS 1003 SIG Application

The 1003 SIG Application and Budget Workbook in eGMS consists of multiple parts, including:

- **District Information and School Selection:** The district identifies grant contact information and information about the schools for which the district is applying for 1003 SIG funding.
- **District Application:** The district is required to describe its strategy and structure to support school turnaround efforts at the district level, including how external partners will be evaluated. The district's responses to the seven sections of the District Application are limited to 900 characters.

- **School Plan:**

School Data: After identifying school contact information, for each school for which the district is applying for 1003 SIG funding, the district must submit performance targets based upon historic data and ESSA Milestone targets.

Needs Assessment: Using the linked *Needs Assessment Tool* in eGMS, the district must complete a needs assessment, identifying the school's level of implementation for each of the talent, academics, culture and climate and operations indicators. The needs assessment must be completed with stakeholder engagement.

Significant Strengths, Growth Areas and Resource Inequities: The district must identify significant strengths and growth areas highlighted by the needs assessment and complete a root cause analysis of each of the growth areas. For the purpose of the 1003 SIG grant, the root cause is the basic cause (or causes) that can reasonably be identified that the school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. Along with the root cause, the district must identify resource inequity, unequal or unfair distribution of resources that lead to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of quality teaching staff, technology, interventions for students with disabilities and English Learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc.

Overarching School Improvement Goals: The district must identify three overarching school improvement goals to advance the school's reform priorities. Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals that are aligned to ESSA targets. Overarching school improvement goals must focus on student outcomes, not on adult actions.

Specific Evidence-based Interventions to Address School Reform Priorities: The district must identify a core set of evidence-based interventions for which the school will use Title I, Part A, Section 1003 SIG funding. Interventions must be aligned to the identified overarching school improvement goals. If the school's chronic absenteeism rate is above the state's 10 percent target, at least one intervention should be focused on improving attendance. Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities and to the overarching school improvement goals. Using

definitions of evidence-base, the district must identify the level of the evidence-base (strong, moderate, promising), the source for the evidence-base, and information to substantiate why the evidence is identified at the selected level.

- **School Budget Proposal:** The district must complete a budget proposal for each school using the application budget page and the state’s Uniform Chart of Accounts. See below for more information about completing the school budget proposal.

B. Budget Proposals

Using the application budget page, please create a budget proposal outlining new costs associated with the SIG 1003 School Plan. The budget proposal and aligned budget narrative must indicate the amount of 1003 SIG funds requested by the district to:

- implement the selected evidence-based interventions in each school the district commits to serve;
- conduct district-level activities designed to support implementation of the selected evidence-based interventions; and
- support school improvement activities, at the school or district level, for schools the district commits to serve over the two-year period.

The budget request for each school must be of sufficient size and scope to support full and effective implementation of the selected intervention. A district may request funds for district-level activities that will support the implementation of school intervention models and must include not less than \$50,000 per year if the school is a Focus school and not less than \$200,000 if the school is a Turnaround School. Schools may not apply for more than \$500,000 per year for each of the two years remaining for this cohort.

1003 SIG funds may not be used to supplant federal and non-federal funds, but only to supplement funding provided to 1003 SIG schools. In particular, a district must continue to provide all funds that would have been provided to the school in the absence of 1003 SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities.

Completed in eGMS

GRANTEE NAME:		
GRANT TITLE: ESSA SIG Competitive PROJECT TITLE: ESSA SIG Competitive CORE-CT CLASSIFICATION: FUND: 12060 SPID: 20679 PROGRAM: 82071 BUDGET REFERENCE: 2024 CHARTFIELD 1: 170003 CHARTFIELD 2:		
GRANT PERIOD: 7/01/23 - 9/30/25 AUTHORIZED AMOUNT: \$		
CODES	DESCRIPTIONS	BUDGET AMOUNT
100	Personal Services/Salaries	
200	Personal Services/Employee Benefits	
300	Purchased Professional and Technical Services	
500	Other Purchased Services	
600	Supplies and Instructional Technology	
800	Other Objects	
	TOTAL	

Please code all expenditures in accordance with the state’s Uniform Chart of Accounts as summarized below.

CODE:	OBJECT:
100	PERSONNEL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the grantees.
200	PERSONNEL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personnel services.
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, technical assistance support organizations, school management partners, etc.

500	<p>OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</p>
600	<p>SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.</p>
800	<p>OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.</p>

PART IV: APPENDICES

Appendix A: LIST OF ELIGIBLE SCHOOLS

District	School	School Classification
Bridgeport School District	Cesar Batalla School	Turnaround
Bridgeport School District	Columbus School	Turnaround
Bridgeport School District	Geraldine Claytor Magnet Academy	Turnaround
Bridgeport School District	Roosevelt School	Turnaround
Canton School District	Canton Middle School	Focus – High Needs ELA Growth
Capitol Region Education Council	Academy of Aerospace and Engineering	Focus – High Needs ELA Growth & High Needs Math Growth
Capitol Region Education Council	Academy of Computer Science and Engineering	Focus – High Needs Math Performance Index
Capitol Region Education Council	Academy of Science and Innovation	Focus – High Needs Math Growth
Capitol Region Education Council	Ana Grace Academy of the Arts	Focus – High Needs Math Growth
Connecticut Technical Education and Career System	A. I. Prince Technical High School	Focus – High Needs ELA Performance Index & High Needs Math Performance Index
Connecticut Technical Education and Career System	E.C. Goodwin Technical High School	Focus – High Needs ELA Performance Index
Connecticut Technical Education and Career System	Eli Whitney Technical High School	Focus – High Needs ELA Performance Index & High Needs Math Performance Index
Great Oaks Charter School District	Great Oaks Charter School	Turnaround
Griswold School District	Griswold Elementary School	Focus – High Needs ELA Growth
Hamden School District	Hamden Middle School	Focus – High Needs ELA Growth
Hartford School District	Bulkeley High School	Turnaround
Hartford School District	Burr Middle School	Turnaround
Hartford School District	Classical Magnet School	Focus – High Needs Math Growth
Hartford School District	Dwight-Bellizzi Dual Language Academy	Turnaround
Hartford School District	Hartford Public High School	Turnaround
Hartford School District	Montessori Magnet at Batchelder School	Focus – High Needs ELA Growth

Hartford School District	Parkville Community School	Turnaround
Hebron School District	Hebron Elementary School	Focus – High Needs ELA Growth
Madison School District	Dr. Robert H. Brown Intermediate School	Focus – High Needs Math Growth
Madison School District	Walter C. Polson Middle School	Focus – High Needs ELA Growth
Manchester School District	Elisabeth M. Bennet Academy	Focus – High Needs ELA Growth
Manchester School District	Illing Middle School	Turnaround
Manchester School District	Keeney School	Focus – High Needs Math Growth
New Haven School District	Brennan Rogers School	Turnaround
New Haven School District	Roberto Clemente Leadership Academy for Global Awareness	Turnaround
North Stonington School District	Wheeler High School	Focus – High Needs Math Growth
Norwich School District	Kelly STEAM Magnet Middle School	Turnaround
Norwich School District	Teachers’ Memorial Global Studies Magnet Middle School	Turnaround
Regional School District 11	Parish Hill High School	Focus – High Needs ELA Growth & High Needs Math Growth
Somers School District	Mabelle B. Avery Middle School	Focus – High Needs ELA Growth
Southington School District	Strong Elementary School	Focus – High Needs Math Growth
Windham School District	Windham Middle School	Turnaround
Woodstock School District	Woodstock Elementary School	Focus – High Needs Math Growth

APPENDIX B: 1003 SCHOOL IMPROVEMENT GRANT DISTRICT APPLICATION SCORING RUBRIC

1003 SIG applications will be evaluated using the criteria shown below. Each section of the application will be rated from 0 to 3 points. Sections of the 1003 SIG applications are weighted differently. Each section will be scored from 0 to 3 and multiplied by the weight factor indicated below. Plans can receive up to 102 possible points. 1003 SIG is a competitive grant; awards and award amounts will be based on the quality and transformative potential of the application.

Application Components							
The Local Education Agency (LEA) has included all required components of the 1003 School Improvement Grant (SIG) application, and the school's plan incorporates evidenced-based interventions. Should the application score 0 points on either of the two indicators, the application will not be considered for award. An application cannot receive 1 point or 2 points for the Application Components section.							
Indicator	0 Points	1 Point	2 Points	3 Points	Indicator Score:	Weight Factor:	Points Per Indicator:
Items submitted include: Completed Application, including District Information and school selection, District application, School plan, Budget proposal; Completed Statement of Assurances.	A score of 0 points will be awarded if any of the following are true about the application: The district has not submitted completed application by the deadline.			The district has submitted completed application. Where applicable, the district has answered questions using less than or equal to the maximum number of allowable characters.		1	
Because ESSA requires the state to award 1003 SIG funding to schools with the highest need, Title I schools identified as Turnaround schools according to the CT Next Generation Accountability System receive priority points.	The school for which the district is applying for 1003 funding is identified as a Title I Focus school according to the CT Next Generation Accountability System.			The school for which the district is applying for 1003 funding is identified as a Title I Turnaround school according to the CT Next Generation Accountability System.		2	
Because 1003 SIG can only be used to support activities that meet ESSA's top three tiers of evidence (strong, moderate, promising), grant applications must identify the evidence-base level of each of the priorities and strategies identified. The grant application must also include the source to substantiate the evidence-base level.	The School Plan does not include both the evidence-base level for each of the proposed priorities and strategies and the source to substantiate that the proposed priority and strategy has strong, moderate or promising evidence-base.			The School Plan includes both the evidence-base level for each of the proposed priorities and strategies and the source to substantiate that the proposed priority and strategy has strong, moderate or promising evidence-base.		2	
Total Points for Application Components							

Part I: District Application							
The district must describe its strategy and structure to support school turnaround efforts at the district level. Specifically, the district must describe central office capacity to support low-performing schools, conditions that will enable bold reform, ongoing monitoring and accountability structures, and a sustainable and thoughtful financial resourcing strategy.							
Indicator	0 Points	1 Point	2 Points	3 Points	Indicator Score:	Weight Factor:	Points Per Indicator:
<p>Section 1. District Capacity and Organizational Structure. The district must demonstrate that it has the readiness, capacity, and intentional organizational structure to support turnaround efforts in its lowest-performing schools, including a description of its strategy pertaining to school turnaround, an overview of its capacity and staffing structure, and the technical assistance and supports it will provide.</p>	<p>The district describes an approach to school turnaround that lacks meaningful detail, raises concerns about the district's understanding of issues related to school turnaround and/or has not related school turnaround to student outcomes. The district application indicates that the district has limited capacity by identifying staff at both the district and school levels responsible for implementing the selected interventions but does not describe how specific expertise or experiences will enable them to implement interventions or how they will provide support and technical assistance. The district fails to describe both organizational strengths and organizational weaknesses and provides little to no evidence that it has the necessary capacity to implement selected interventions.</p>	<p>The district describes a general approach to school turnaround that is not related to student outcomes and requires additional information in order to be considered reasonably comprehensive and transformative. The district indicates it has some capacity by identifying staff at both the district and school levels who will be responsible for implementing the selected interventions but does not adequately describe how their expertise and experiences will enable them to successfully implement interventions or how they will provide support and technical assistance. The district describes its organizational strengths and weaknesses. The district addresses some of the organizational weaknesses but does so in ways that do not appear to be sufficient to successfully implement interventions.</p>	<p>The district describes a theory of action, strategy or approach to school turnaround that is realistic and is related to student outcomes. The district application indicates the district has sufficient capacity by identifying staff at both the district and school levels who will be responsible for implementing the selected interventions and generally describes how their expertise and experiences will enable them to successfully implement interventions and provide support and technical assistance. The district describes its organizational strengths and weaknesses. The district addresses most of the organizational weaknesses in ways that demonstrate successful implementation of interventions is possible.</p>	<p>The district describes a strong, clear, and compelling theory of action, strategy or approach to school turnaround that describes a specific, rigorous criteria related to student outcomes. The district clearly indicates it has sufficient capacity to support turnaround by identifying staff at both the district and school levels who will be responsible for implementing the selected interventions, by indicating specific supports and technical assistance each will provide, and by providing specific evidence about how their expertise and experiences will enable them to successfully implement the selected interventions. The district has clearly described its organizational strengths and weaknesses and has demonstrated it has the organizational capacity to implement the selected interventions. The district describes how it will address weaknesses so they will not hinder successful implementation.</p>		3	
<p>Section 2. District Support for Development of School Improvement Plans. The district must describe how it provided support to schools in the development of school improvement plans which include evidence-based interventions.</p>	<p>The district provides little to no description about specific measures it took to support the school in the development of school improvement plans. The district does not describe how it assisted the school in finding evidence-based interventions.</p>	<p>The district provides a summary of support to schools in the development of school improvement plans but does not describe specific detail about how it assisted the school in finding evidence-based interventions. The district describes a process that does not include school personnel in development of the school plan.</p>	<p>The district describes a general approach for supporting the school in development of a school improvement plan which includes evidence-based interventions. The district describes a process that allowed school autonomy, with guidance from the district, in the selection of interventions it will implement.</p>	<p>The district describes a detailed approach for how it supported the school in the selection of evidence-based interventions. The district describes a process that allowed school autonomy, with guidance from the district, in the selection of interventions it will implement. The district indicates specific district personnel who supported the school.</p>		2	

<p>Section 3. Accountability and Monitoring. The district must describe tools and processes it will implement to create shared accountability for results at the school and district levels, including systems, tools, and processes to monitor the fidelity of the plan implementation, leading and lagging performance indicators; and, how the school and district use data to drive ongoing decision-making.</p>	<p>The district provides little to no evidence that specific, multiple measures have been selected or will be used consistently throughout the 1003 grant period to evaluate annual goals and/or leading indicators and to make adjustments to selected interventions. Evaluation measures will not be administered three times per school year.</p>	<p>The district describes steps it will take to measure progress on annual achievement goals, intervention goals, and leading indicators, but the process does not appear to be systematic and/or may not include evaluation of annual achievement goals, intervention goals or leading indicators. The district describes a process for making adjustments to the selected interventions if the school is not on track to meet its goals. The district provides general information regarding evaluation measures to be used, which lacks multiple details regarding the timeline for administration, the person(s) responsible, and the specific ways the school will use data to inform decision-making through a system of shared accountability. Evaluation measures will be administered at least three times per school year.</p>	<p>The district describes a general systematic process for how it will measure progress on annual achievement goals, intervention goals, and leading indicators, and describes a systematic process for making adjustments to the selected interventions if the school is not on track to meet its goals. The district provides general information regarding evaluation measures to be used which may lack details regarding the timeline for administration, the person(s) responsible, and the specific ways the school will use data to inform decision-making through a system of shared accountability. Evaluation measures will be administered at least three times per school year.</p>	<p>The district describes a detailed, systematic process for how it will measure progress on annual achievement goals, intervention goals, and leading indicators, and describes a systematic process for making adjustments to the selected interventions if the school is not on track to meet its goals. The district has clearly identified the multiple evaluation measures to be used, the timeline for administration, the person(s) responsible, and the specific ways the school will use data to inform decision-making through a system of shared accountability. Evaluation measures will be administered at least three times per school year.</p>		3	
<p>Section 4. Review of External Partners. The district must describe the rigorous review process it will use to recruit, screen, select and evaluate any external partner with whom the district will contract to ensure the external partner is working to implement evidence-based interventions.</p>	<p>The district fails to identify how it will review external partners. The district does not identify how it will ensure that external partners will be implementing strong, moderate or promising evidence-based interventions; or, the district does not adequately describe its review process.</p>	<p>The district provides a description of how it will review external partners, but it does not indicate how it will ensure that the interventions provided by the external partner have strong, moderate or promising evidence-base, or the description creates too many additional questions for the grant reviewer to adequately understand the review process.</p>	<p>The district provides a general, systematic process for evaluating the external partners to ensure any intervention the partner provides has strong, moderate or promising evidence of effectiveness.</p>	<p>The district provides a detailed, systematic process for evaluating the external partners to ensure any intervention the partner provides has strong, moderate or promising evidence of effectiveness.</p>		2	

The balance of Part I of the scoring rubric continues on the next page.

<p>Section 5. Alignment of Resources. The district must describe its strategy or approach to aligning other federal, state, and local resources to carry out school improvement activities and to address resource inequities.</p>	<p>The district provides a description of its strategy or approach to aligning federal, state, and local resources to carry out school improvement activities that is unclear. The district fails to address how it identified resource inequities and how it will address resource inequities.</p>	<p>The district provided a limited description of its strategy or approach to aligning federal, state, and local resources to carry out school improvement activities. The description of how the district identified resource inequities and how it will address those inequities is unclear and/or does not describe how it will ensure resource inequities do not develop again beyond the grant period. The process for identifying resource inequities was limited to examination of possible inequities in technology and access to high-quality curriculum resources.</p>	<p>The district provided a general description of its strategy or approach to aligning federal, state, and local resources to carry out school improvement activities. The description of how the district identified resource inequities and how it will address resource inequities provides is clear and addresses how it will ensure resource inequities do not develop again beyond the grant period. The process for identifying resource inequities included examining possible inequities in many of the following: distribution of quality teaching staff, technology, interventions for students with disabilities and English Learners, access to high-quality curriculum resources, transportation and before-and after-school programming.</p>	<p>The district provided a detailed description of its strategy or approach to aligning federal, state, and local resources to carry out school improvement activities. The description of how the district identified resource inequities and how it will address them provides is clear and addresses how it will ensure resource inequities do not develop again beyond the grant period. The process for identifying resource inequities includes examining possible inequities in distribution of quality teaching staff, technology, interventions for students with disabilities and English Learners, access to high-quality curriculum resources, transportation and before-and after-school programming.</p>		2	
<p>Section 6. Conditions for Success. The district must describe how it will modify its practices and policies to allow the school additional autonomy in exchange for additional accountability and to allow for full implementation of interventions outlined in the school plan.</p>	<p>The district provides a summary of how schools will receive additional autonomy but limits the areas of autonomy to one of staffing, scheduling/calendaring, budgeting, or programming. The district provides a general summary of the accountability it will add as a result of the additional autonomy. The district provides little or no information to show that the school will be given any operational flexibility to implement the selected 1003 reform model.</p>	<p>The district provides a limited summary of how schools will receive additional autonomy but does not include one or more of the areas of staffing, scheduling/calendaring, budgeting, and programming. The district provides a general summary of the accountability it will add as a result of the additional autonomy. The district provides a summary of the changes that could take place to allow for more operational flexibility at the school level but changes are inadequately explained.</p>	<p>The district provides a general summary of how schools will receive additional autonomy in the areas of staffing, scheduling/calendaring, budgeting, and programming. The district provides a general summary of the accountability it will add as a result of the additional autonomy. The district provides a general summary of the changes that will take place to allow for more operational flexibility at the school level, but some details are lacking that demonstrate how or when the change will occur.</p>	<p>The district provides a detailed description of how schools will receive additional autonomy in the areas of staffing, scheduling/calendaring, budgeting, and programming. The district describes in detail the additional accountability it will add as a result of the additional autonomy. The district provides a detailed description of all changes it will make to allow operational flexibility at the school level and specifically indicates the changes in practice and procedures to allow this flexibility to take place.</p>		2	

The balance of Part I of the scoring rubric continues on the next page.

<p>Section 7. School Budget. The district must commit to thoughtful and strategic resourcing, including investments in high-yield evidence-based interventions. The district must describe major expenditures and ensure that 1003 SIG funds supplement, not supplant, all state and local funds it would have received in the absence of 1003 SIG funds.</p>	<p>The district provides a description of expenditures associated with the selected 1003 evidence-based interventions which raises substantial concerns about the district's understanding of, or ability to, implement the selected 1003 evidence-based interventions. The district provides little to no evidence to demonstrate its ability to implement the selected 1003 school evidence-based interventions without supplanting state and local funds it would receive in the absence of the 1003 SIG funding.</p>	<p>The district provides a limited description of major expenditures associated with the selected 1003 evidence-based interventions which does not clearly explain expected return on investment or impact on student achievement. The district's response requires additional information in order to fully demonstrate its ability to implement the selected 1003 school evidence-based interventions without supplanting state and local funds it would receive in the absence of the 1003 SIG funding.</p>	<p>The district provides a general summary description of major expenditures associated with the selected 1003 evidence-based interventions along with expected return on investment and impact on student achievement, giving a clear and realistic rationale for expenditures. The district demonstrates its ability to implement the selected 1003 school evidence-based interventions without supplanting state and local funds it would receive in the absence of the 1003 SIG funding.</p>	<p>The district provides a detailed description of each major expenditure associated with the selected 1003 evidence-based interventions along with expected return on investment and impact on student achievement, giving a clear and compelling rationale for expenditures. The district demonstrates the readiness of the district to successfully implement the selected 1003 school evidence-based interventions without supplanting state and local funds it would receive in the absence of the 1003 SIG funding.</p>		2	
Total Points for Part I: District Application							

Part II of the scoring rubric begins on the next page.

Part II: School Plan

The district must provide a comprehensive and bold plan to improve student achievement which first identifies school needs and opportunities to select an appropriate school reform model and then articulates strategies to advance school performance in the areas of talent, academics, culture and climate, and operations, while meeting all the requirements under the selected reform model.							
Indicator	0 Points	1 Point	2 Points	3 Points	Indicator Score:	Weight Factor:	Points Per Indicator:
<p>Needs Assessment and Significant Strengths, Growth Areas and Resource Inequities.</p> <p>The district must describe the needs assessment informed by the school audit, referencing the Needs Assessment Tool, and summarizing the school's strengths and needs based on a root cause analysis. The district must describe the process used to complete the needs assessment, including how family and community stakeholders were engaged in the process and how the specific needs of family and community were identified.</p>	<p>A needs assessment was not conducted for the school, or the needs assessment did not reference the Needs Assessment Tool. The district provided limited or no information on the process used to assess the school, including instruments used and stakeholder participants. The needs assessment did not clearly identify the needs of families and the community and/or did not adequately consider family and community input.</p>	<p>The district conducted a needs assessment using the Needs Assessment Tool that identifies school needs but does not relate these needs to deficiencies in student achievement or does not address root causes for the deficiencies. The summary of school strengths and growth areas is limited to a list without specific explanation. The district provides a general overview of the process used to conduct the needs assessment which does not sufficiently describe a process for analyzing assessment findings. The needs assessment does not clearly identify the specific needs of families and the community.</p>	<p>The district conducted a rigorous needs assessment using the Needs Assessment Tool. The needs assessment evaluates strengths and deficiencies in student achievement to identify clear needs and implies a general connection between how the identified need will result in increased student achievement. The district has identified a root cause for each deficiency which is limited in scope or only describes symptoms of the problem without identifying all possible causal effects. The district provided an overview of the processes used to assess the school.</p>	<p>The district conducted a rigorous needs assessment that evaluates the strengths and deficiencies in student achievement. The needs assessment identifies clear strengths and needs and describes a clear, logical connection between how addressing the identified needs will result in increased student achievement. The district identifies the root cause for each deficiency and defines the problem from the school data and audit, and identifies all possible causal factors. The district provides an overview of a specific and effective needs assessment process and describes a range of perspectives from all district, school, family, and community stakeholders. The needs assessment clearly identifies the needs of families and the community.</p>		4	
<p>Overarching School Improvement Goals. The district must develop three S.M.A.R.T. goals aligned to specific deficiencies uncovered by the needs assessment and aligned to performance targets in Step 1. S.M.A.R.T. goals must include each of the following required elements: specific, measurable, attainable, results-oriented and time-bound.</p>	<p>S.M.A.R.T. goals are missing multiple elements (specific, measurable, attainable, results-oriented, and time-bound) and/or are not aligned to specific deficiencies in student achievement in math and reading uncovered in the needs assessment and to performance targets.</p>	<p>S.M.A.R.T. goals are minimally aligned to specific deficiencies uncovered in the needs assessment and to performance targets in Step 1. S.M.A.R.T. goals may be missing two of the required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>	<p>S.M.A.R.T. goals are aligned to specific deficiencies in math and reading uncovered in the needs assessment and are aligned to performance targets but are missing one of the required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>	<p>S.M.A.R.T. goals are aligned to specific deficiencies in student achievement in math and reading uncovered in the needs assessment and are aligned to performance targets in Step 1. S.M.A.R.T. goals focus on improvement of specific root causes of deficiencies. The S.M.A.R.T. goals include all the required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>		1	
<p>Specific Interventions to Address Identified School Reform Priorities. The district must</p>	<p>Specific priorities and strategies described by the district are too numerous to implement with</p>	<p>It is unclear whether the number of specific priorities and strategies described by the district represent a</p>	<p>The district generally described how identified strategies are likely to provide supports that will improve</p>	<p>The district provides detailed description of the reform priorities and strategies, including how the</p>		4	

<p>identify a core set of evidence-based interventions/strategies aligned to overarching school improvement goals and to the school's reform priorities, including a narrative summary of each priority and a S.M.A.R.T. goal which focuses on measurement of actions taken toward meeting specific school priorities.</p>	<p>sustainability; are not directly focused on improvement of growth areas identified on the needs assessment; or strategies/interventions do not have strong, moderate, or promising evidence-base. The district may have failed to describe at least one strategy focused on improving chronic absenteeism if the school's chronic absenteeism rate is above the 10 percent state target. Aligned S.M.A.R.T. goals focus on measurement of actions taken toward meeting the identified priorities and strategies, but are missing two or more of the required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>	<p>manageable number to allow for sustainability. It is not clear how the priorities and strategies selected are aligned to deficiencies uncovered in the needs assessment, and it is likely that not all priorities and strategies clearly align to the needs. At least one of the proposed strategies focuses on improving chronic absenteeism if the school's chronic absenteeism rate is above the 10 percent state target. Aligned S.M.A.R.T. goals focus on measurement of actions taken toward meeting the identified priorities and strategies. Each of the S.M.A.R.T. goals are missing one of the required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>	<p>deficiencies or growth areas uncovered in the needs assessment. The district has generally described how selected strategies are likely to build the capacity of school administration and staff to continue improvement beyond the grant period. At least one of the proposed strategies focuses on improving chronic absenteeism if the school's chronic absenteeism rate is above the 10 percent state target. Aligned S.M.A.R.T. goals focus on measurement of actions taken toward meeting the identified priorities and strategies and have all required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>	<p>priority aligns to specific deficiencies uncovered in the needs assessment. The identified priorities and strategies represent a manageable number to allow for sustainability and allow for immediate effective implementation. At least one of the proposed strategies focuses on improving chronic absenteeism if the school's chronic absenteeism rate is above the 10 percent state target. Aligned S.M.A.R.T. goals focus on measurement of actions taken toward meeting the identified priorities and strategies. Each of the S.M.A.R.T. goals include all the required elements (specific, measurable, attainable, results-oriented, and time-bound).</p>		
<p>School Budget. The district must complete a budget proposal for year 1 of the two-year cohort period. If the proposed school is a Title I Focus School, a minimum proposal of \$50,000 per year is required. If the school is a Title I Turnaround School, a minimum proposal of \$200,000 is required. No school may receive more than \$500,000 annually. The budget proposal must include each proposed cost item showing alignment to priorities and strategies, detailed budget justification and cost basis, and the total proposed 1003 SIG investment for each cost.</p>	<p>The district has submitted a budget proposal but does not adhere to 1003 SIG annual minimum requirements of at least \$50,000 per year for a Title I Focus School or \$200,000 per year for a Title I Turnaround School. The budget does not adhere to the maximum annual requirements of \$500,000 per year for any eligible school. Expenditures do not align to the school plan. The proposed budget includes multiple line items that are not clearly aligned to specific priorities and strategies proposed by the district. The description of each expenditure is limited to simply naming the expenditure. The proposed budget is reasonable but includes two or more cost items that are not proportional to proposed grant activities or are not clearly aligned to proposed priorities and strategies.</p>	<p>The district has submitted a budget proposal with at least \$50,000 proposed for a Title I Focus School or \$200,000 for a Turnaround School. The budget does not exceed the maximum annual award of \$500,000. The district provides minimal budget justification and cost basis for each line item it proposes, making it difficult to determine how some expenditures align to proposed grant activities. The proposed budget is reasonable but includes one or two cost items that are not proportional to the proposed grant activities.</p>	<p>The district has submitted a budget proposal with at least \$50,000 proposed for a Title I Focus School or \$200,000 for a Turnaround School. The budget does not exceed the maximum annual award of \$500,000. The budget is reasonable, and all cost items are proportional to grant activities. For each expenditure, a description is provided which aligns to the school plan and includes minimally a summary of each expense, costs per unit, and number of units.</p>	<p>The district has submitted a budget proposal with at least \$50,000 proposed for a Title I Focus School or \$200,000 for a Turnaround School. The budget does not exceed the maximum annual award of \$500,000. The budget is reasonable, and all cost items are proportional to grant activities. For each expenditure, a detailed description is provided which clearly aligns to the school plan and includes minimally a summary of each expense, costs per unit and the number of units.</p>	4	
Total Points for Part II: School Plan						
TOTAL POINTS FOR 1003 APPLICATION						
Reviewer Comments						

Overall Strengths of the LEA Application:

Overall Weaknesses of the Application: