

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

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

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

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

	Tier I	Tier II	Tier III
<b>Maximum Points Possible</b>	96	96	96
<b>Minimum Points Needed to be Considered for Award</b>	55	55	55

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

<b>Part A – General Information</b>	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
<b>Part B – Certification and Assurances</b>	<input type="checkbox"/> Included <input type="checkbox"/> Not Included
<b>Part C – State Approval (For Department Use Only)</b>	Not Applicable
<b>Part D – Schools to be Served</b>	<input type="checkbox"/> Included <input type="checkbox"/> Not Included

**Part E – Descriptive Information**

1. Describe the district’s needs assessment process that demonstrates the analyzation of needs for each school and the selected interventions at each school. (*Tiers I, II, and III*)

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
<p>The application provided a detailed overview of the needs of the school, students, and community it will serve. The description of the school attendance area was detailed, providing sufficient information for setting up the needs assessment. The description also included charts and/or graphs displaying the results of the data analysis.</p> <p>The district included information from all four measures of data—student achievement data, school programs/process data, student/teacher/parent perceptions data, and demographic data.</p>	<p>The application provided a brief description of the school attendance area including the school neighborhood and economic factors affecting the school. The description was of sufficient extent to help guide the comprehensive needs assessment.</p> <p>The summary of the needs assessments demonstrated that the school included an analysis of data on all students attending the school and that this data was disaggregated and cross analyzed to determine students’ needs.</p>	<p>The application did not provide a detailed description of its school, its students, and/or its community.</p> <p>The needs assessment did not disaggregate data.</p>

Points Possible: 8

Points Awarded:

Comments:

2. Describe the district’s capacity to use these funds to provide adequate resources and related support to each of the schools identified in order to implement, fully and effectively, the required activities of the school intervention model it has selected. (*Tiers I, II, and III*)

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

Points Possible: 8

Points Awarded:

Comments:

**Part E – Descriptive Information (continued)**

3. If the district is not applying to serve each Tier I school, explain why there is a lack of capacity to serve each Tier I school. *(Tier I)*

The district explained why they lack the capacity to serve each of its Tier I schools using criteria outlined in Table B (no points).	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable
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4. Describe, in detail, the activities that will occur during the pre-implementation period (spring 2011) and how each activity will better enable the district to implement the SIG activities during the 2011-2012 school year. *(Tiers I and II)*

<b>Acceptable (No Points)</b>	<b>Not Acceptable (No Points)</b>
Interventions were described and focused on helping the school's students meet the state's standards.  For Tier I or II schools, the intervention met SIG final requirements.  Specific programs, professional development, or activities are fully defined.  The application includes pre-implementation activities. These activities may include, but are not limited to: <ul style="list-style-type: none"> <li>• Family and Community Engagement</li> <li>• Rigorous Review of External Providers</li> <li>• Instructional Programs</li> <li>• Staffing/School Leadership</li> <li>• Professional Development and Support</li> </ul> Preparation for Accountability Measures	Interventions were not described and did not address the school's plans to meet the state's standards.  For Tier I or II schools, the interventions do not meet SIG final requirements.  This section does not provide an overview of the main components of the interventions being proposed.

The district described the activities that will occur during the pre-implementation period (spring 2011) and how each activity will better enable the district to implement the SIG activities during the 2011-2012 school year. (no points)	<input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable
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5. Describe the design and implementation plans for the interventions identified at each school. Please note, if in Tiers I or II, the interventions must meet SIG final requirements. For Tier III, identify the services each Tier III school will receive or the activities each Tier III school will implement. *(Tiers I, II and III)*

<b>Proficient (5-8 Points)</b>	<b>Basic (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
Interventions were described in detail and focused on helping the school's students meet the state's standards.  This section provided an excellent overview of the main components of the interventions being proposed.  For Tier I or II schools, the intervention met SIG final requirements.  Specific programs, professional development, or activities are fully defined in detail.  This section provided an excellent overview of the main components of the interventions being proposed.	Interventions were briefly described and focused on helping the school's students meet the state's standards.  This section provided a general overview of the main components of the interventions being proposed.  For Tier I or II schools, the intervention met SIG final requirements.  Application provides moderate detail on proposed programs, professional development, or activities to be implemented.  This section provided a general overview of the main components of the interventions being proposed.	Interventions were not described and did not address the school's plans to meet the state's standards.  This section does not provide an overview of the main components of the interventions being proposed.  For Tier I or II schools, the interventions do not meet SIG final requirements.  This section does not provide an overview of the main components of the interventions being proposed.

Points Possible: 8

Points Awarded:

Comments:

**Part E – Descriptive Information (continued)**

6. Explain the process used to recruit, screen, and select external providers to ensure quality, if applicable. (*Tiers I, II, and III*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
The district has identified in detail the experience level and qualifications of external providers to ensure quality.  The external provider's qualifications were a key consideration in the recruitment, screening, and selection process.	The district briefly identified the experience level and qualifications of external providers to ensure quality.  The external provider's qualifications were somewhat considered in the recruitment, screening, and selection process.	The district has not identified the experience level or qualifications of external providers to ensure quality.  The external provider's qualifications were not considered in the recruitment, screening, and selection process.
Points Possible: 8		Points Awarded:
Comments:		

7. Illustrate the alignment between the interventions outlined and other resources in the school and district. (*Tiers I, II, and III*)

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

8. How has the district modified its practices and/or policies to enable each school to implement the interventions fully and effectively? (*Tiers I and II*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
Applicant thoroughly addressed the current barriers faced by the Tier I and II schools. Modifications to practices/policies were described in detail.  A timeline was included in the description.	Applicant briefly addressed the current barriers faced by the Tier I or II schools. Modifications to practices/policies were described briefly.  A specific timeline was not included, but the narrative outlined the sequence of events.	Applicant did not address the current barriers faced by the Tier I or II school.
Points Possible: 8		Points Awarded:
Comments:		

**Part E – Descriptive Information (continued)**

9. How does the district plan to sustain the interventions after the funding period ends? (*Tiers I, II, and III*)

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

10. Outline the goals the district will use to monitor each school's student achievement. The goals must reflect reading/language arts and mathematics specific to the North Dakota State Assessment. (*Tiers I, II, and III*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The district's goals were connected to priority needs, the needs assessment, and portrayed a clear and detailed analysis of the North Dakota State Assessment in the areas of reading/language arts and mathematics.</p> <p>The proposal includes realistic and measureable goals and objectives for each school to be served.</p> <p>The district's application included a rigorous plan for tracking and evaluating the success and cost-effectiveness of each proposed Tier III intervention.</p> <p>The proposal included a plan for monitoring the progress of the SIG on a regular, ongoing basis.</p>	<p>The district's goals were connected to priority needs, the needs assessment, and portrayed a brief analysis of the North Dakota State Assessment in the areas of reading/language arts and mathematics.</p> <p>The proposal lacks realistic and measureable goals and objectives for each school to be served.</p> <p>The district's application included an adequate plan for tracking and evaluating the success and cost-effectiveness of each proposed Tier III intervention.</p> <p>The proposal included a plan for monitoring the progress of the SIG; however, it is not on a regular, ongoing basis.</p>	<p>Goals were not clearly related to the needs assessment and/or to the priority need areas.</p> <p>Application did not include a plan for measuring and tracking effectiveness and results of proposed Tier III intervention.</p>
Points Possible: 8		Points Awarded:
Comments:		

11. Describe the goals the district has established in order to hold its Tier III schools accountable to receive these funds. (*Tier III*)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The proposal clearly defines the goals the LEA has set to hold the Tier III school accountable.</p> <p>The application specifically describes the activities for each Tier III school served.</p> <p>A timeline for implementation and accountability is included.</p>	<p>The proposal moderately defines the goals the LEA has set to hold the Tier III school accountable.</p> <p>A vague description of services was included for each Tier III school served.</p> <p>A limited timeline was included or a timeline of events was referenced in the narrative.</p>	<p>The proposal does not define the goals the LEA has set to hold the Tier III school accountable.</p> <p>No detailed description of services was included for each Tier III school served.</p> <p>No timeline was included.</p>
Points Possible: 8 <b>Score "0" for Tier I and Tier II.</b>		Points Awarded:
Comments:		

**Part E – Descriptive Information (continued)**

12. Describe the districts consultation with stakeholders regarding the application and implementation of the proposed interventions.  
(Tiers I, II, and III)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The district consulted with numerous stakeholders regarding the application and implementation of the proposed interventions.</p> <p>The application clearly outlined how stakeholders were informed of their role and responsibility for sustained improvement.</p>	<p>The district consulted with some stakeholders regarding the application and implementation of the proposed interventions.</p> <p>The application minimally outlined how stakeholders were informed of their role and responsibility for sustained improvement.</p>	<p>The district did not consult with stakeholder groups regarding the application and implementation of the proposed interventions or shared responsibility for change.</p>
Points Possible: 8		Points Awarded:
Comments:		

13. Describe the district's (and each school in Tier I, II, or III) timeline outlining the steps it will take to implement the selected interventions. If necessary, identify the corresponding school and intervention.  
(Tiers I, II, and III)

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The actions the LEA will take to implement the interventions were addressed and thoroughly described in the timeline.</p> <p>The district identified schools and interventions when applicable.</p> <p>The timeline demonstrates that all of the model's elements are/will be implemented at the beginning of the 2011-2012 school year.</p>	<p>The actions the LEA will take to implement the interventions were addressed and briefly described in the timeline.</p> <p>The district identified schools and interventions when applicable.</p> <p>The timeline demonstrates that some of the model's elements are/will be implemented at the beginning of the 2011-2012 school year.</p>	<p>The actions the LEA will take to implement the interventions were not addressed or lacked a description in the timeline.</p> <p>The district did not identify schools and/or interventions when applicable.</p> <p>The timeline demonstrates that none of the model's elements are/will be implemented at the beginning of the 2011-2012 school year.</p>
Points Possible: 8		Points Awarded:
Comments:		

**Part F – Budget (Tiers I, II, and III)**

F-1 The district must provide a budget that indicates the amount of funds it will need to implement the interventions in this application. Districts with Tier I and Tier II schools will duplicate this page as necessary as they need to submit a budget for each year of the three years in the grant. An LEA must submit an LEA budget as well as a separate budget for each Tier I, II, or III school the LEA commits to serve. The pre-implementation activities that are not necessary for the full implementation may not be paid for with Title I School Improvement Grant funds.

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

Points Possible: 8

Points Awarded:

Comments:

F-2 For each line item in Part F-1, please provide a detailed description of the expenditures listed in F-1. If necessary, identify the corresponding schools. Duplicate this page as necessary.

Proficient (5-8 Points)	Basic (1-4 Points)	Incomplete (0 Points)
<p>The budget narrative clearly reflected the proposed interventions and activities as supported through the needs assessment.</p> <p>The budget demonstrated a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget narrative aligns with the submitted budget, represents the contacts of the proposal, and clearly focuses on the intervention (Tiers I and II) or School Improvement Grant (Tier III).</p> <p>All pre-implementation activities are defined and described.</p>	<p>The budget narrative briefly reflected the proposed interventions and activities.</p> <p>The budget demonstrated a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget narrative aligns with the submitted budget, represents the contacts of the proposal, and moderately focuses on the intervention (Tiers I and II) or School Improvement Grant (Tier III).</p> <p>All pre-implementation activities are defined and described. These activities are good; however, are not necessary in order for the LEA to prepare for full implementation of the school intervention model.</p>	<p>The budget narrative did not reflect the proposed interventions and activities.</p>

Points Possible: 8

Points Awarded:

Comments:

**Part G – Waivers**

- Included
- Not Included
- Not Applicable