

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

Applicant's Name	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 (<i>For Department Use Only</i>)</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
<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.*

**Part A – General Information**

- Included
- Not Included

**Part B – Certification and Assurances**

- Included
- Not Included

**Part C – State Approval (For Department Use Only)**

Not Applicable

**Part D – Schools to be Served**

- Included
- 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*)

Advanced (5-8 Points)	Acceptable (1-4 Points)	Incomplete (0 Points)
<p>The application provided a detailed overview of the needs of the school, students, and community it will serve. The description of the school attendance area was detailed, providing sufficient information for setting up the needs assessment. The description also included charts and/or graphs displaying the results of the data analysis.</p> <p>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*)

Advanced (5-8 Points)	Acceptable (1-4 Points)	Incomplete (0 Points)
<p>The various funding sources were specifically outlined.</p> <p>The various funding sources are aligned in order to fully and effectively implement interventions.</p> <p>The required activities of the school intervention models were aligned to SIG final requirements.</p>	<p>Funding sources were addressed and provide enough support to fully and effectively implement interventions.</p> <p>The required activities of the school intervention models were aligned to SIG final requirements.</p>	<p>Funding sources were not aligned and/or did not support the full and effective implementation of interventions.</p> <p>The required activities of the school intervention models did not meet to SIG final requirements.</p>

Points Possible: 8

Points Awarded:

Comments:

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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 only*)

Advanced (5-8 Points)	Acceptable (1-4 Points)	Incomplete (0 Points)
The district thoroughly explained why they lack the capacity to serve each of its Tier I schools.	The district briefly explained why they lack the capacity to serve each of its Tier I schools.	The district did not explain why they lack the capacity to serve each of its Tier I schools.
Points Possible: 8 *Score "0" for Tier II, and Tier III.		Points Awarded:
Comments:		

4. 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. (*Tiers I, II, and III*)

Advanced (5-8 Points)	Acceptable (1-4 Points)	Incomplete (0 Points)
Interventions were described in detail and focused on helping the school's students meet the state's standards.	Interventions were briefly described and focused on helping the school's students meet the state's standards.	Interventions were not described and did not address the school's plans to meet the state's standards.
This section provided an excellent overview of the main components of the interventions being proposed.	This section provided a general overview of the main components of the interventions being proposed.	This section does not provide an overview of the main components of the interventions being proposed.
For Tier I or II schools, the intervention met SIG final requirements.	For Tier I or II schools, the intervention met SIG final requirements.	For Tier I or II schools, the interventions do not meet SIG final requirements.
Points Possible: 8		Points Awarded:
Comments:		

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

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



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

Advanced (5-8 Points)	Acceptable (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.	Interventions and other resources were briefly outlined and provide enough support to fully and effectively implement interventions.	Interventions and other resources were not aligned and/or did not support the full and effective implementation of interventions.
Points Possible: 8		Points Awarded:
Comments:		

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

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

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

Advanced (5-8 Points)	Acceptable (1-4 Points)	Incomplete (0 Points)
The district directed resources to short-term, one-time expenditures that will have a long-term payoff for students and educators.  For activities that depend on recurring funding, it included a plan for improving systemic efficacy and sustaining systems and programs after funding ends.	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.	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.
Points Possible: 8		Points Awarded:
Comments:		

9. Identify the services each Tier III school will receive or the activities each Tier III school will implement. (*\*Tier III only*)

Advanced (5-8 Points)	Acceptable (1-4 Points)	Incomplete (0 Points)
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.	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.	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.
Points Possible: 8 *Score "0" for Tier I and Tier II.		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*)

Advanced (5-8 Points)	Acceptable (1-4 Points)	Incomplete (0 Points)
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.	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.	Goals were not clearly related to the needs assessment and/or to the priority need areas.
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 only*)

Advanced (5-8 Points)	Acceptable (1-4 Points)	Incomplete (0 Points)
The district's application included a rigorous plan for tracking and evaluating the success and cost-effectiveness of each proposed Tier III intervention.	The district's application included an adequate plan for tracking and evaluating the success and cost-effectiveness of each proposed Tier III intervention.	Application did not include a plan for measuring and tracking effectiveness and results of proposed Tier III intervention.
Points Possible: 8 *Score "0" for Tier I and Tier II.		Points Awarded:
Comments:		

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

Advanced (5-8 Points)	Acceptable (1-4 Points)	Incomplete (0 Points)
The district consulted with numerous stakeholders regarding the application and implementation of the proposed interventions.  Stakeholders understand and accept their role and responsibility for sustained improvement.  Strong evidence is included that school staff was consulted on proposed interventions.	The district consulted with some stakeholders regarding the application and implementation of the proposed interventions.  Stakeholders may or may not understand their role and responsibility for sustained improvement.  Some evidence is included that school staff was consulted on proposed interventions.	The district did not consult with stakeholder groups regarding the application and implementation of the proposed interventions or shared responsibility for change.  No evidence is included that school staff was consulted on proposed interventions.
Points Possible: 8		Points Awarded:
Comments:		

13. Describe the district's 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)*

Advanced (5-8 Points)	Acceptable (1-4 Points)	Incomplete (0 Points)
All interventions were addressed and thoroughly described in the timeline.  The district identified schools and interventions when applicable.	Most interventions were addressed and briefly described in the timeline.  The district identified schools and interventions when applicable.	Interventions were not addressed or lacked a description in the timeline.  The district did not identify schools and/or interventions when applicable.
Points Possible: 8		Points Awarded:
Comments:		

**Part F-1 – Budget (Tiers I, II, and III)**

F-1 The district must provide a budget that indicates the amount of funds it will use in year one to implement the interventions in this application for each Tiers I, II, and III school. For Tiers I and II only, if activities are planned at the district level to support the implementation of the interventions, complete a district level budget page (F-1 and F-2). Districts may submit multiple budgets for its schools; however, the district will be scored as a whole.

Advanced (5-8 Points)	Acceptable (1-4 Points)	Incomplete (0 Points)
The district submitted a line-itemed budget.	The district submitted a line-itemed budget.	The district did not submit a line-itemed budget.
Points Possible: 8		Points Awarded:
Comments:		

F-2 For each line item in Part F-1, please provide a detailed description of the expenditures for year one of the three-year grant period. If necessary, identify the corresponding schools. Districts may submit multiple budgets for its schools; however, the district will be scored as a whole.

<b>Advanced (5-8 Points)</b>	<b>Acceptable (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
<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 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 did not reflect the proposed interventions and activities.</p>
<p>Points Possible: 8</p>		<p>Points Awarded:</p>
<p>Comments:</p>		

F-3 If the district requested a waiver to expend funds over multiple years, the district must provide a budget that indicates the proposed amount of funds it will use for years two and three of the three-year grant period. Districts may submit multiple budgets for its schools; however, the district will be scored as a whole.

<b>Advanced (5-8 Points)</b>	<b>Acceptable (1-4 Points)</b>	<b>Incomplete (0 Points)</b>
<p>The district submitted a budget representing years two and three.</p>	<p>The district submitted a budget representing years two and three.</p>	<p>The district did not submit a budget representing years two and three.</p>
<p>Points Possible: 8</p>		<p>Points Awarded:</p>
<p>Comments:</p>		

**Part G – Waivers**

- Included
- Not Included