Districts Applying for Competitive *School Improvement Grants* (*SIG*s)
Scoring Guide

DISTRICT: _____ **REVIEWER #**_____ | _____/100 |

TIER I and TIER II Schools: _____

TIER III Schools (If applicable): _____

DIRECTIONS TO READERS:

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

1. Read and score each section of the application, using the *Scoring Guide* to determine *Points Awarded* for each question.
    a. All districts must complete the following: *Assurances, Certification, Section A: Schools to be Served, Section C: Budget,* and if applicable, *Section D: Waivers*.
    b. The table below outlines which questions must be addresses in Section B by applicants:

Applicant	Mandatory Questions
District applying for competitive *School Improvement Grants (SIGs)* to serve its Tier I and Tier II school(s)	**#1 through #5 and #8** Applications with incomplete answers will not be considered.
District applying for competitive *School Improvement Grants (SIGs)* to serve its Tier III school(s)	**#6 and #7** Applications with incomplete answers will not be considered.

2. Enter the scores at the bottom of each section and in the *Points Awarded* column in the table on pages 2-3. The *Grand Total* for each application will be computed separately by OSPI.
3. After scoring the application, summarize *at least two strengths* and *one weakness* you found in the application in the space below. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
4. Respond to the two questions on page 4. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
5. Note: Final determination of successful grantees for *SIG* awards will be made after OSPI reviews the district's application and conducts interviews as needed with finalists consistent with the recommendations from the United States Department of Education (ED). **Thank you!**

Strengths (at least two):_____

_____

_____

Weakness (at least one)

_____

_____

SCORING GUIDE						
Question or Section	**Points Possible**	**Points Awarded N/A**	**Multiplier**	**Sub Total**	**Factor**	**TOTAL**
Assurances and Certification	Required	N/A	N/A	N/A	N/A	Required
Section A: Schools to be served	Required	N/A	N/A	N/A	N/A	Required
Section B: Descriptive Information **Question 1a: Applying to serve Tier I or Tier II school?**	Required response	N/A	N/A	N/A	N/A	Required response
Question 1b: Selection of Intervention Model	40		2.5		.10	
Question 1c: District capacity	20		5		.20	
Section B: **Question 2a: Applying to serve each Tier I school?**	Required response	N/A	N/A	N/A	N/A	Required response
Section B: **Question 2b: Explanation for district lack of capacity (if applicable)**	Required response	N/A	N/A	N/A	N/A	Required response
Section B: **Question 3a: Actions to implement model (Score provided in Question #4)**	N/A		N/A	Sum of 3b – 3e	.15	
Section B: **Question 3b: Actions to provide ongoing technical assistance**	20 30 40		**1.3** (20 pts poss) **.8** (30 pts poss) **.6** (40 pts poss)			
Section B: **Question 3c: Actions to align resources**	20		1.25			
Section B: **Question 3d: Actions to modify practices or policies**	30 40		**.8** (30 pts poss) **.6** (40 pts poss)			
Section B: **Question 3e: Actions to sustain reforms**	10		2.5			

Section B: **Question 4: Timeline – See** *Washington Transformation/Turnaround Template* **for response)**	100		1		.35	
Section B: **Question 5a: Annual goals– See** *Washington Transformation/Turnaround Template* **for response)**	10		**3.3** (if answer 5b) **5** (if do not)	**Sum 5a, 5b if applicable, & 5c**	.15	
Section B: **Question 5a: High school dropout rate (if applicable) –** **See** *Washington Transformation/Turnaround Template* **for response)**	10 (if applicable)		3.3 (if applicable)			
Section B: **Question 5b: Interim assessments**	10		**3.3** (if answer 5b) **5** (if do not)			
Section B: **Question 8: Stakeholder involvement**	10		10		.05	
Budget	**Required**	**N/A**	**N/A**	**N/A**	**N/A**	**Required**
GRAND TOTAL						**/100**

Complete the following only for Districts applying to serve Tier III Schools				
Section B: **Question 6a: Applying to serve Tier III school?**	**Required**	**N/A**	**N/A**	**N/A**
Section B: **Question 6b: Tier III services**	50		1.34	
Section B: **Question 7: Tier III accountability**	10		3.3	
Total for Questions #6 and #7				**/100**

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

_____
_____
_____
_____
_____

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

_____
_____
_____
_____
_____

Section B: Descriptive Information

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

Q 1a: Is the District applying to serve a Tier I or Tier II school identified by the State? ☐ Yes ☐ No
If "Yes" continue with Question #1b; if "No" continue to Question #6a.

Q 1b: Describe the process used to determine the appropriate intervention model (i.e., turnaround, restart, school closure, transformation) for each Tier I and Tier II school the District has committed to serve. Also describe ways in which findings of the required OSPI *School-Level Needs Assessment* were utilized. Include the name(s) of the school(s) in the description.

Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Used <u>results</u> of OSPI's *School-level Needs Assessment* to identify strengths, challenges, and barriers to reform for each Tier I and Tier II school the district has identified it will apply to serve.	Makes reference to OSPI's *Needs Assessment.*	Shows analysis of OSPI's *Needs Assessment.*	Goes beyond OSPI's *Needs Assessment* with further local analysis.	__/10
b. Utilized <u>multiple forms of data</u> and described how they were used to supplement the findings of the *Needs Assessment* to select an appropriate intervention model in each Tier I and Tier II school. Examples may include: • Perceptual data from students, staff, and parents regarding alignment of school practices with OSPI's *Nine Characteristics of High-Performing Schools*; • Student achievement data on formative and summative assessments; • Teacher qualifications and placement; • Budget, including per pupil expenditures; and • Current school improvement plans and progress toward identified goals.	Shows evidence of 1-2 additional forms of data.	Shows evidence of 3 or 4 additional forms of data.	Shows evidence of 5 or more sources of additional data in the district's analysis of the best intervention model for the school.	__/10
c. Engaged <u>relevant stakeholder groups</u>: • Collaborated with local education associations regarding teacher evaluation and assignment within the specified intervention models; evidence must include a Memorandum of Understanding/Agreement and timeline for collaborating on matters related to contracts and current collective bargaining practices; • Collaborated with local school board, community partners, parents, students, and staff; • Describes variety of two-way communication models (e.g., survey, focus group) used to gather input from these groups; and • Describes how stakeholder input was utilized.	Shows evidence of 1-2 instances of outreach and how input was used.	Shows evidence of engagement with education association in addition to 2 other stakeholder groups; describes how input was used.	Shows evidence of engagement with education association and at least 3 other stakeholder groups; describes how input was used to determine intervention model.	__/10

d. Considered the following when selecting the intervention model(s): • Model suitable for the school, given factors such as past achievement results, past improvement efforts, and community context. • Model suitable in terms of access to the external partners/providers that will be needed for successful implementation. • Model suitable in terms of the district's policy environment, its contextual factors (e.g., availability of staff replacement; if appropriate, availability of schools to receive students of a school that closes), and the district's ability to fully support the implementation and provide effective oversight. • Model will result in the most immediate and substantial improvement in learning and school success for the students now attending, given the existing capacity in the school and district.	Minimal evidence of considering these criteria.	Shows evidence of addressing 2-3 of the criteria.	Shows evidence of addressing all criteria when selecting the best intervention model for the school. __/10
Total for Question 1b			__/40

Q 1c: Provide evidence the District has capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school in order to fully and effectively implement the required activities of the selected intervention model(s).

Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Provides evidence the district has, or has plans to develop, <u>infrastructures, policies, and practices</u> which are consistent with OSPI's *Characteristics of Improved Districts: Themes from Research* which will enable the district to implement the intervention fully and effectively. Evidence may include: • Developing a network to support a cluster of schools that may include the district's Tier I and Tier II schools; • Revising policies and practices to increase operational flexibility at the building level; and • Developing processes to differentiate resources (e.g., fiscal, human) across the district based on the unique student needs of each school.	Provides minimal evidence of effort in this area.	Addresses at least 2 steps to increase capacity to implement intervention.	Addresses 3 or more steps to increase capacity to implement intervention.	__/10
b. Provides an explanation of ways in which the district has <u>addressed the needs and provided support to these Tier I and Tier II schools in the past</u>. Evidence used to assess this criterion may include: • Ways in which district used data and research to support improvement efforts in identified Tier I and Tier II schools; • District improvement plans demonstrating specific actions which support improvement efforts at identified schools; • List of resources (e.g., fiscal, leader and teacher assignment, professional development) allocated to support school improvement; and • Potential reasons for the low performance and lack of progress.	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Addresses 3 or more steps to increase capacity to support intervention.	__/10
Total Score for Question 1c				**__/20**

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

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

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

Note: The district may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.

Criteria	1-3 points	4-6 points	7-10 points	Score
When determining capacity to use school improvement funds, OSPI will take into account such factors as: • Number of Tier I and Tier II schools in the district and if they are in a "feeder pattern" or network. • Number of Tier I and Tier II schools in the district currently served in Cohort I of School Improvement Grants. • Availability and quality of EMOs which may be enlisted to implement the restart model. • Teacher talent (e.g., highly qualified educators, advanced degrees, demonstrated success in accelerating student achievement in mathematics and/or reading). • District's ability to recruit a sufficient number of new principals to implement the turnaround or transformation model. • Infrastructures and system-wide supports (e.g., coordinated and aligned standards-based curriculum and assessments, response to intervention framework) to fully and effectively implement one of the four intervention models in each Tier I school. • District determination that it can have the greatest impact on student achievement by focusing resources heavily in a subset of Tier I schools, thereby attempting to turnaround some schools before proceeding to others. • District determination that it can have the greatest impact on student achievement by serving Tier II schools instead of all of its Tier I schools. • For the closure model, access and proximity to higher-performing schools. • For districts applying to serve more than one school through one or more intervention models, the district acknowledges increased demands on its capacity to support multiple intervention models and describes strategies to address those demands.	District fails to address sufficient elements in making a case for not serving all of its identified Tier I schools.	District addresses sufficient elements in making a case for not serving all of its identified Tier I schools.	District makes a strong case for not serving all of its identified Tier I schools.	__/10
Total Score for Question 2b				**__/10**

Question #3a through #3e: The following questions refer to actions the District may have taken, in whole or in part, prior to submitting this application, but most likely will take after receiving a School Improvement Grant. Actions should specifically relate to required elements of the selected intervention(s) and align directly to strategies described in the tables used to respond to Question #4 and the proposed budget in Section C.

Q3a: The Tables used to respond to Question #4 (see *Washington Transformation/Turnaround Planning Template)* serve as the response to this question. No additional points will only be awarded. No additional response is required.

Q 3b: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District, external consultants, the District and School Improvement and Accountability Division (DSIA) of OSPI, regional Educational Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO]).

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

Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Districts outlines plan to <u>provide ongoing, intensive technical assistance and related support</u> (e.g., hiring instructional coach, leadership coach, district turnaround specialist or *Response to Intervention* coordinator).	Provides minimal evidence of steps to provide technical assistance and support.	Provides moderate evidence of steps to provide technical assistance and support.	Provides extensive evidence of steps to provide technical assistance and support.	/10
b. If applicable, provides an explanation of how the district has determined that <u>engagement of external consultants is expected to result in substantial raises in student achievement</u>, such as: • Description of types of data and research used to make the decision to engage external consultants; • Expectations for external consultants with respect to required, and if applicable, optional actions for intervention(s) and improvement activities; and • Specific qualifications which will be used to recruit, screen, and select external consultants.	Provides minimal evidence of steps to engage external consultants to support intervention.	Provides moderate evidence of steps to engage external consultants to support intervention.	Provides extensive evidence of steps to engage external consultants to support intervention.	__/10 if applicable

	Provides little or no explanation of the selection process.	Provides some explanation of the selection process.	Provides extensive explanation of the selection process detailing ways the district worked with state or other agencies to create a rigorous process for selection with a clear match to desired outcomes of intervention.	__/10 if applicable
c. If applicable, the district plans to use an <u>EMO or school turnaround organization</u>, response describes selection process; response includes: • Description of ways in which the district collaborated with the state or other educational agencies to create a rigorous process for recruiting, screening and selecting external provider(s); and • Criteria and rubric used to match applicant credentials and qualifications to specific intervention(s) and improvement activities/services, school grade band, and needs.				
d. Describes evaluation process which will be used to monitor <u>supports and services provided by the district and/or external consultants or EMOs</u>. Description may include: • Steps and timeline for implementing the evaluation process; • Data (e.g., progress toward annual goals and leading indicators) which will be used to monitor and assess implementation and impact of intervention(s) and/or improvement activities; • Process for determining additional metrics which will be used in the evaluation process (if any), and • Opportunities for stakeholder involvement in the process.	Provides little or no explanation of the process for monitoring and evaluating supports and services.	Provides some explanation of the process for monitoring and evaluating supports and services.	Provides extensive explanation of the process for monitoring and evaluating supports and services; includes detailed timelines and measures of impact on student learning and other leading indicators.	__/10
Total Score for Question 3b				__/20 (30 or 40)

Q 3c: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to align other existing and new resources to fully and effectively implement the intervention model(s). For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to align other existing and new resources to fully and effectively implement the intervention model(s).

Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Dedicates <u>resources needed to fully and effectively implement each intervention</u> as defined in the federal guidelines. Resources may include: • Personnel (e.g., assigning effective teachers and leaders, and district liaison to the district's persistently lowest-achieving schools); • Federal, state, and local funding which will be used in addition to *SIG* funds; • Technology (e.g., data systems and assessment systems); • Standards-based curriculum and assessment materials; and • Partnerships with community agencies.	Provides minimal attention to reallocation of local resources to support the intervention.	Describes some reallocation of local resources to assure that local resources support the intervention.	Completely addresses this issue with human resources, technology supports, curricular materials, etc.	__/10
b. Describes <u>systematic process</u> in which central office and building administrators work together to analyze, coordinate, blend, and align available resources to support the continuous improvement process and intervention(s). Description includes: • Data collected and analyzed to differentiate and coordinate resources; • Collaborative decision-making process used in differentiating resources; • Alignment of the intervention with other district/school initiatives and grants; • Process to acquire additional resources and partnerships; and • Plan for continuously reviewing and making timely adjustments in resource allocations to assure these schools receive the resources necessary to make adequate yearly progress (AYP) and exit improvement status.	Addresses 1 or 2 of these elements.	Addresses 3 of the suggested elements.	Addresses more than 3 of the suggested elements to support identified school.	__/10
Total Score for Question 3c				**__/20**

Q 3d: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to modify its practices or policies, if necessary, that will enable identified school(s) to fully and effectively implement the intervention(s).

Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Identifies process to review current practices and policies which <u>support or impede reform efforts</u> at the identified schools, such as: • Timeline for review of current policies and practices; • Process for annual review and revision of board policies and procedures; • Opportunity for stakeholder involvement; • Data used to assess impact of practices and policies; • Identification of district practices or policies that research (e.g., OSPI's *Characteristics of Improved Districts: Themes from Research*) suggests can support or impede implementation of intervention(s); and • Evidence of district's assessment of current practices and policies in light of required, and as appropriate, optional actions for selected intervention(s).	Addresses fewer than 3 of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support implementation of intervention.	__/10
b. Describes processes <u>for intentional, frequent communication</u> between superintendent/district office and staff in participating schools. The response identifies <u>multiple methods for ongoing communication</u> and <u>opportunities for collaboration</u> to build clarity, commitment, and consistency in district practices.	Minimally addresses communication plan.	Addresses quarterly communication between district and school.	Details frequent 2-way communication using multiple methods.	__/10
c. Describes process to <u>examine system-wide alignment of programs and practices</u> with the intervention(s). The district's response may include the following: • Identification of current programs and practices which may support or impede the intervention(s); • Description of the process, including timeline and data collected, for assessing the impact of these programs and practices on the intervention(s); and • Strategies for aligning these programs and practices with the required and, if applicable, optional actions for the intervention(s).	Minimally addresses system-wide plan.	Describes plans to align some programs and practices.	Details a complete plan to align programs and practices with the selected intervention(s).	__/10
d. As applicable, describes processes and policies related to <u>supporting principals and teacher/leaders in targeted assistance</u> Tier I and Tier II school(s) to prepare to operate schoolwide programs, through the schoolwide waiver, by the beginning of the 2011-12 school year.	Minimally addresses support.	Describes plans to align some programs and practices to prepare to operate schoolwide program.	Details a complete plan to align programs and practices and to support school to prepare to operate schoolwide program	__/10 if applicable
Total Score for Question 3d				__/30 (or 40)

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

Criteria:	1-3 points	4-6 points	7-10 points	Score
Describes <u>system-wide infrastructures</u> the district has developed, or will develop, to sustain reforms in Tier I and Tier II schools over time. The district's response may identify the following: • Board-adopted policies and practices, systems, and supports for Tier I and Tier II schools to sustain changes and innovations; • Systems and supports for Tier I, Tier II, and Tier III schools to sustain changes and innovations. • Tools, systems, and practices supporting the use of data to inform district, school, and classroom decision making; • Process for delivering collaboratively determined, job-embedded professional development to increase teacher and leader effectiveness and to help staff internalize changes, so they become part of routine practice; • Calendar and schedule which provide extended learning time; • System for continued alignment of curriculum, assessments, and intentions and, if appropriate, for continued support of the instructional model(s); • Budget that uses federal, state, and local education funding to sustain reforms; • Narrative describing process for differentiating resources to sustain reforms and avoid a "funding cliff" at the conclusion of the grant; and • Decision-making practices at the district and school levels which provide for stakeholder involvement and input for sustaining changes, innovations, and a continuous improvement process.	Addresses fewer than 3 of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support sustaining reforms after the funding period ends.	__/10
Total Score for Question 3e				**__/10**

Q 4: Districts were asked to create a three-year timeline delineating the steps the district will take to implement the selected intervention model(s) in each Tier I and Tier II school identified in this application. The timeline should also identify pre-implementation activities that will be utilized in spring and summer 2011 to prepare for full and effective implementation of the selected intervention(s) in the 2011-12 school year. Note: Activities in the timeline should correspond directly to the budget and to the responses to Questions #3b - #3e provided in this application.

Refer to the district's ***Washington Transformation/Turnaround Planning Template*** (one for each Tier I/Tier II school the district applies to serve) to evaluate the district's response to this question. The timeline should reflect Assurance #4 in the district's application that it will implement research-based strategies or practices that align with required elements of the selected intervention(s) and are appropriate to the school's grade band. These may include *Response to Intervention system (RtI),* assessment systems (e.g., Kindergarten Readiness Pilot [WaKIDS], Mathematics Benchmark Assessments)*,* social-emotional support programs (e.g., Navigation 101, *PBIS [Positive Behavior Intervention System],* AVID [Advancement Via Individual Determination]), or STEM (Science, Technology, Engineering, and Mathematics).

Districts must fully address all required elements of the selected intervention. For each required element, the district is to include a narrative or bulleted list of strategies and timeline that ensures the school/district is moving toward full and effective implementation of the selected intervention in 2011-12 and is fully and effectively implementing the intervention in 2012-13 and 2013-14. Actions should also demonstrate evidence the district has developed capacity to sustain reforms after the funding period ends. The district's response should align with responses to Question #3b through Question #3e. Districts may also include optional elements for the selected intervention.

Criteria:	Points	Points	Points	Score
a. Pre-Implementation and Year 1 activities for each identified Tier I and Tier II school: Includes specific strategies and timeline for each required element of the selected intervention.	**Pts possible: 1-19** Minimally developed; does not include specific strategies and/or timeline for each required element.	**Pts possible: 20-39** Includes at least one strategy and timeline for each required element, consistent with Assurance #4 of the District application.	**Pts possible: 40-60** Fully addresses all required elements of the selected intervention(s), consistent with Assurance #4 of the District application.	__/60 per Tier I/II school
b. Year 2 activities for each identified Tier I and Tier II school: Includes activities ensuring full and effective implementation of all required elements of the selected intervention.	**Pts possible: 1-9** Minimally developed; does not include specific strategies and/or timeline for each required element.	**Pts possible: 10-19** Includes at least one strategy and timeline for each required element, consistent with Assurance #4 of the District application.	**Pts possible: 20-30** Fully addresses all required elements of the selected intervention(s), consistent with Assurance #4 of the District application.	__/30 per Tier I/II school
c. Year 3 activities for each identified Tier I and Tier II school: Includes activities ensuring full and effective implementation of all required elements of the selected intervention and activities demonstrating the district will have capacity to sustain reforms after the funding period ends.	**Pts possible: 1-3** Minimally developed; does not include specific strategies and/or timeline for each required element.	**Pts possible: 4-6** Includes at least one strategy and timeline for each required element, consistent with Assurance #4 of the District application.	**Pts possible: 7-10** Fully addresses all required elements of the selected intervention(s), consistent with Assurance #4 of the District application.	__/10 per Tier I/II school
Total Score for Question 4				**__/100 per school**

Q 5a: ACADEMIC GOALS Districts were asked to complete a table to describe proposed annual goals for student achievement on the State's assessments in reading and mathematics the District established to monitor each Tier I and Tier II school that receives SIG funds. If the Tier I or Tier II school also has a weighted-average graduation rate of less than 60%, include annual goals related to decreasing its annual dropout rate from grade to grade for all grades served. Districts may also include additional annual goals they will use to monitor each Tier I and Tier II school.

Goals must be sufficiently rigorous to lead to the school substantially raising student achievement and making significant progress toward exiting improvement status by the end of the funding period. Goals are subject to approval by OSPI.

See the district's *Washington Transformation/Turnaround Template* (one for each Tier I and Tier II school the district applies to serve).

Criteria:	1-3 points	4-6 points	7-10 points	Score
Provides specific <u>annual goals</u> on the State's annual assessments in reading and mathematics. Goals are <u>sufficient</u> to substantially raise student achievement and ensure the school makes significant progress toward exiting improvement status by the end of the funding period. ****Schools may set additional goals for sub-groups of students, for example: • *ELL students' year-to-year growth exceeds the expected growth on WLPT-II.* • *In addition to growth goals for all students, the school's achievement gaps will diminish by X% annually.*	Grade-level goals for annual growth in achievement are missing or do not ensure the school will reach the State Uniform Bar at the end of the funding period.	Grade-level goals for annual growth in achievement ensure gaps are closing between school's baseline data and the State Uniform Bar. However, goals do not ensure school will reach or exceed State Uniform Bar by end of funding period for "all students."	Grade-level goals for annual growth in achievement ensure gaps are closing between school's baseline data and the State Uniform Bar. Goals ensure school will reach or exceed State Uniform Bar by end of funding period for "all students."	__/10
Total Score for Question 5a (academic goals)				**__/10**

Q 5a: DROPOUT REDUCTION GOAL (If applicable): High schools identified as Tier I or Tier II schools due to average-weighted graduation rates less than 60% must also set goals for reducing their annual dropout rates from grade to grade for grade 7 through grade 12 or for all grades served.				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
For High Schools: Provides specific annual goals for dropout rates. Goals are <u>sufficient</u> to substantially raise student achievement and ensure the school makes significant progress toward exiting improvement status by the end of the funding period. Goals are provided from grade to grade for grade 7 through grade 12 or for all grades served.	Goals for annual dropout rates ensure the graduation rate is at least 60% by the end of the funding period.	Goals for annual dropout rates ensure the graduation rate is at least 75% by the end of the funding period.	Goals for annual dropout rates ensure the graduation rate is at least 85% by the end of the funding period.	__/10
Total Score for Question 5a (dropout reduction goals)				__/10 If applicable

Q 5b: Describe how the District will use interim assessments or other indicators of progress to determine if students are on track to reach annual goals the District has established to monitor its Tier I and Tier II schools that receive *SIGs* (goals subject to OSPI approval).

Criteria:	1-3 points	4-6 points	7-10 points	Score
Describes data which will be used to measure progress. Actions include the following: - Identifies <u>interim assessments or other indicators of progress</u> which will be used to monitor progress in Tier I and Tier II schools or describes District's plan to put in place. - Provides <u>timeline</u> for collecting and analyzing data from interim assessments or other indicators of progress; - Describes <u>technical assistance and other resources</u> that will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; - Describes <u>additional resources</u>, if any, which will be provided to implement interim assessments and other indicators of progress; and - Describes process to <u>reassess current and/or provide additional support and resources</u> (e.g., human, fiscal) if school is not meeting or on target to meet annual goals.	Addresses 1 or 2 of the steps to establish interim assessments for determining if students are on track to meet annual goals.	Addresses 3 of the steps to establish interim assessments with timeline for data collection and analysis.	Addresses 4 or more of the steps to establish interim assessments with timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.	__/10
Total Score for Question 5b				__/10

Questions #6 and #7 apply only to Districts applying to serve Tier III Schools.

Q 6a: Is the District applying to serve a Tier III school identified by the State? ◯ Yes ◯ No
If "Yes" complete Questions #6b and #7; if "No" continue to Question #8.

Question #6b: For each Tier III school identified in the application, describe services the school will receive or improvement activities the school will implement. Services may be provided by the District, or with the approval of the District, by the District and School Improvement and Accountability Division of OSPI or by other external providers (e.g., regional Educational Service Districts). Include the timeline for providing these services and activities. Timeline should also include pre-implementation services/activities conducted in spring and summer 2011 to provide for full and effective implementation in the 2011-12 school year.

Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Describes <u>specific services or improvement activities</u> for each Tier III school.	Provides minimal response.	Outlines system of supports to support improvement efforts in identified schools.	Provides comprehensive school support plan that specifies improvement activities.	__/10
b. Identifies <u>data analyzed to determine services</u> the school will receive or the activities the school will implement.	Provides little evidence of data analysis.	Describes 3 sources of data that were analyzed.	Describes at least 4 sources of data and how they were used to determine services.	__/10
c. Identifies <u>research base utilized to identify services</u> the school will receive or the activities the school will implement.	Minimally refers to evidence-based practices which will be implemented in the school.	Describes 2 evidence-based practices that will be implemented in the school, and cites relevant research.	Describes at least 3 evidence-based practices that will be implemented in the school, and cites relevant research.	__/10
d. Provides <u>three-year timeline</u> for implementing the selected school improvement strategies; includes <u>activities during pre-implementation</u> period.	Minimally developed.	Describes broad overview of 3-year timeline.	Addresses most of the elements of the selected intervention(s) for 3-year timeline.	__/10
e. Outlines <u>specific actions the District will take to sustain reforms</u> in Tier III schools after the funding period ends.	Describes 1 or 2 actions.	Describes 3 or 4 actions, citing research on effective district practices.	Describes at least 5 actions, citing research on effective district practices to support sustaining reforms after the funding period ends.	__/10
Total Score for Question 6b				**__/100**

Q 7: Describe goals the District has established (subject to OSPI approval) in order to hold accountable those Tier III schools that receive SIG funds.

Criteria:	1-3 points	4-6 points	7-10 points	Score
Describes data which will be used to measure progress. Actions include the following: • Identifies <u>interim assessments or other indicators of progress</u> that will be used to monitor progress in Tier III schools; • Provides <u>timeline</u> for collecting and analyzing data from interim assessments or other indicators of progress; • Describes <u>technical assistance and other resources</u> that will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; • Describes <u>additional resources</u>, if any, that will be provided to implement interim assessments and other indicators of progress; and • Describes process to <u>reassess current and/or provide additional support and resources</u> (e.g., human, fiscal) if school is not meeting or on target to meet annual goals.	Addresses 1 or 2 of the steps to establish interim assessments for determining if students are on track to meet annual goals.	Addresses 3 of the steps to establish interim assessments and provides timeline for data collection and analysis.	Addresses 4 or more of the steps to establish interim assessments and provides timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.	__/10
Total for Question 7				__/10

Question #8 does not apply to Districts applying to serve only Tier III.

Q 8: Describe how, as appropriate, the District collaborated with administrators, teachers, and other staff; parents; unions representing employees within the District; students; and other representatives of the local community to develop this application and implement intervention model(s) in its Tier I and Tier II schools. Attach evidence demonstrating how the District is collaborating on matters related to contracts and current collective bargaining practices (e.g., Memorandum of Understanding/Agreement).

Criteria:	1-3 points	4-6 points	7-10 points	Score

Identifies relevant stakeholder groups who were consulted during the application process and will be consulted during the implementation process. Actions include:
• Application: Refer to Question #1c; no new points awarded.
• Implementation:
   o Identifies relevant stakeholder groups with whom the district will consult during implementation;
   o Provides timeline for Tier I and Tier II schools which indicates regular consultation with relevant stakeholders during implementation; and
   o Describes a variety of two-way communication models (e.g., survey, focus group) that will be used to gather input during implementation from these groups; and
   o Describes how stakeholder input will be utilized during implementation.
	Provides minimal evidence of stakeholder involvement during implementation.	Provides moderate evidence of stakeholder involvement during implementation.	Provides extensive evidence of stakeholder involvement and plans for continued involvement through the *SIG* timeline.	__/10

Total for Question 8				**__/10**

Budget

> The district's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the district's application as well as to support school improvement activities in identified Tier III schools throughout the period of availability of *SIG* funds (taking into account any waiver extending that period received by either OSPI or the district).
>
> The budget also includes sufficient funds in the Year 1 budget to support pre-implementation activities during spring and summer 2011.

Criteria:			Meets Criteria
a. Proposed budget for each Tier I and Tier II school the district identified in this application is of sufficient size and scope to support full and effective implementation of the required and optional activities as directly related to the selected intervention for these Tier I and Tier II school(s) over a period of three years through September 30, 2014, pending additional federal school improvement grant funding for 2012-13 and 2013-14.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
b. Proposed budget for each Tier III school identified in this application includes the services the district will provide the school at a scale sufficient to support school improvement activities in those schools. A district may "serve" a Tier III school by providing services that benefit the school directly. While the Tier III school must receive some tangible benefit from the district's use of SIG funds, the value of which can be determined by the district, the school need not actually receive *SIG* funds. (Funding is only available for Tier III schools after all Tier I and Tier II schools have been funded.)	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
c. Proposed budget for pre-implementation activities for each Tier I, Tier II, and Tier III school identified in the application is of sufficient size and scope to support effective implementation of required and optional activities in spring and summer 2011, so that the district can fully and effectively implement interventions and school improvement services in Year 1.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
d. Overall proposed budget, with supporting rationale, indicates how district will allocate school improvement funds over a maximum of a three year period, with separate budgets for each Tier I, Tier II, and Tier III school identified in the application for each year of the grant.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
e. Proposed budget includes funding for district-level activities necessary to support the implementation of school intervention models in Tier I and Tier II schools and services/improvement activities in Tier III schools.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
f. Proposed budget reflects how the district will sustain improvement efforts after the end of the grant period.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No

g. If applicable, proposed budget reflects amounts agreed upon between the district and OSPI/DSIA to provide technical assistance and other supportive services; if applicable, proposed budget reflects agreed-upon amounts to contract with external provider(s).	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No If applicable
Budget is complete			Yes/No

TURNAROUND MODEL SCORING GUIDE

DISTRICT_____   SCHOOL_____   REVIEWER
_____

This section is to be completed for each Tier 1 and Tier 2 school selected for the Turnaround Model.

Turnaround Model Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
Teachers and Leaders						
Replace the principal.	**Required**		LEA plans to replace the principal.	LEA plans to replace the principal and suggests how they will install a principal with skills to lead the intervention.	LEA plans to replace the principal and details the action steps they will take to install a principal with skills to lead the intervention.	__/10
***If principal is new to the school within the last 2 years, the principal may remain as principal if the district has implemented "in whole or in part" the required elements of the selected intervention model.**	**Required**		Principal new within last 2 years, minimal evidence of intervention implementation "in whole or in part."	Principal new within last 2 years, some evidence of intervention implementation "in whole or in part."	Principal new within last 2 years, substantial evidence of intervention implementation "in whole or in part."	
Use locally adopted competencies to measure effectiveness of staff who can work in turnaround environment; use to select new staff.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Screen all existing staff and select new staff, rehiring no more than 50%	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Implement such strategies as financial incentives and career ladders for hiring, placing, and retaining effective teachers.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Use rigorous, transparent, and equitable evaluation systems for teachers and principals; systems should take into account student growth data and other multiple measures such as multiple observation-based assessments of performance, ongoing collections of professional practice reflecting student achievement and increased high school graduation rates.	Optional		Minimal development	Moderate development	Extensive development	
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.	Optional		Minimal development	Moderate development	Extensive development	
Provide additional compensation to attract and retain staff, such as a bonus to recruit and place a cohort of high performing teachers together in a low achieving school.	Optional		Minimal development	Moderate development	Extensive development	
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher's seniority.	Optional		Minimal development	Moderate development	Extensive development	
						__/40

Turnaround Model Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
Total Score for this Element:						
Instructional and Support Strategies						
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and to state standards.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and developed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	**Required**		LEA shows no barriers and is willing to implement ongoing, high quality, job-embedded professional development, but the planning process has not yet begun.	LEA plans to implement ongoing, high quality, job-embedded professional development, but is planning to implement only some of the elements indicated in the guidance. *(See description to the right.)*	LEA plans to implement professional development that: Occurs on a regular basis (e.g., daily or weekly; aligned to academic standards, school curricula and improvement goals; supported through coaches & mentors; focuses on looking at student work, achievement data; collaboratively planning & adjusting instructional strategies; consultations with outside experts, observations of classrooms practices; may include collaborative planning time).	__/10
Ensure continuous use of student data (formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Institute a system for measuring changes in instructional practices resulting from professional development.	Optional		Minimal development	Moderate development	Extensive development	
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	Optional		Minimal development	Moderate development	Extensive development	
Implement a school-wide response to intervention model.	Optional		Minimal development	Moderate development	Extensive development	

Turnaround Model Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
Provide additional support and professional development to teachers to support students with disabilities and limited English proficient students.	Optional		Minimal development	Moderate development	Extensive development	
Use and integrate technology-based supports and interventions as part of instructional program.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc...	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Improve student transition from middle to high school.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Establish early warning systems.	Optional		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						**__/30**
Learning Time and Support						
Establish schedules and strategies that provide increased learning time in all subjects for a well rounded education, enrichment and service learning. Increased learning time includes longer school day, week or year to increase total number of school hours.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Provide appropriate social-emotional and community-oriented services and support for students.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Provide ongoing mechanisms for family and community engagement.	Optional		Minimal development	Moderate development	Extensive development	
Partner with parents and parent organizations, faith and community based organizations, health clinics, and other state/local agencies to create safe learning environments.	Optional		Minimal development	Moderate development	Extensive development	
	Optional		Minimal development	Moderate	Extensive development	

Turnaround Model Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
Extend or restructure the school day to add time for such strategies as advisories to build relationships.				development		
Implement approaches to improve school climate and discipline.	Optional		Minimal development	Moderate development	Extensive development	
Expand program to offer pre-kindergarten or full day kindergarten.	Optional		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						__/20
Governance						
Adopt a new governance structure to address turnaround of school(s); the district may hire a chief turnaround officer to report directly to the superintendent.	Required		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Provide principal with sufficient operating flexibility in staffing, calendars/time, and budgeting to fully implement comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	Required		LEA shows no barriers and willingness to give principal flexibility in staffing, time and budget	LEA has drafted plans that will give the principal flexibility in staffing, time and budget	LEA has begun laying the groundwork for implementation of principal flexibility in staffing, time and budget	__/10
Ensure school receives intensive ongoing technical support from district, state, or external partners.	Optional		This element is scored in question 3b in the comprehensive scoring packet.			
Implement a new school model (e.g., themed, dual language academy)	Optional		Minimal development	Moderate development	Extensive development	
Implement a per-pupil school based budget formula that is weighted based on student needs.	Optional		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						__/20
Total for this School						__/110

CLOSURE INTERVENTION MODEL SCORING GUIDE

DISTRICT_____   SCHOOL_____   REVIEWER
_____

This section to be completed for each Tier 1 and Tier 2 school the district plans to close.

School Closure Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
District has indicated which school will be closed						
District has established a timeline ensuring students from the closed school will be assigned to higher-achieving schools in the district beginning with the 2012-13 school year.			Minimal Development	Moderate Development	Extensive Development	__/10
District has identified other higher-performing schools within reasonable proximity to the school being closed.			Minimal Development	Moderate Development	Extensive Development	__/10
District plans for closure are consistent with Washington State Legislative requirements and the school closure will occur by July 1, 2012. (RCW 28A.335.020)			Minimal Development	Moderate Development	Extensive Development	__/10
Total for this School						/30

Comments:

RCW 28A.335.020

School closures — Policy of citizen involvement required — Summary of effects — Hearings — Notice.

Before any school closure, a school district board of directors shall adopt a policy regarding school closures which provides for citizen involvement before the school district board of directors considers the closure of any school for instructional purposes. The policy adopted shall include provisions for the development of a written summary containing an analysis as to the effects of the proposed school closure. The policy shall also include a requirement that during the ninety days before a school district's final decision upon any school closure, the school board of directors shall conduct hearings to receive testimony from the public on any issues related to the closure of any school for instructional purposes. The policy shall require separate hearings for each school which is proposed to be closed.

The policy adopted shall provide for reasonable notice to the residents affected by the proposed school closure. At a minimum, the notice of any hearing pertaining to a proposed school closure shall contain the date, time, place, and purpose of the hearing. Notice of each hearing shall be published once each week for two consecutive weeks in a newspaper of general circulation in the area where the school, subject to closure, is located. The last notice of hearing shall be published not later than seven days immediately before the final hearing.

RESTART INTERVENTION MODEL SCORING GUIDE

DISTRICT_____   SCHOOL_____   REVIEWER
_____

This section is to be completed for each Tier 1 and Tier 2 school selected for Restart.

School Restart Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
District has indicated which school will use the Restart model						
District has delineated the process to be used in selecting an EMO.			Minimal development	Moderate Development	Extensive Development	__/10
The district has established a pool of potential partners with interest and exhibited capacity to restart the selected school.			Minimal development	Moderate Development	Extensive Development	__/10
The district has indicated the elements of the "rigorous review process it has used or will use to identify an appropriate Educational Management Organization.			Minimal development	Moderate Development	Extensive Development	__/10
The district assures that all former students who wish to attend the restarted school will be granted admission (if eligible for grade levels of the restarted school.			Minimal development	Moderate Development	Extensive Development	__/10
The district will monitor the EMO for student achievement goals.			Minimal development	Moderate Development	Extensive Development	__/10
Total for this School						/50
Comments:						

TRANSFORMATION MODEL SCORING GUIDE

District_____ **School**_____ **Reviewer**_____

This section is to be completed for each Tier 1 and Tier 2 school selected for Transformation.

Transformation Model Elements	Required Element Missing 0 points— Disqualified	1-3 points	4-6 points	7-10 points	Score
Teachers and Leaders					
Replace the principal.*	Required	LEA plans to replace the principal.	LEA plans to replace the principal and suggests how they will install a principal with skills to lead the intervention.	LEA plans to replace the principal and details the action steps they will take to install a principal with skills to lead the intervention.	__/10
*If principal is new to the school within the last 2 years, the principal may remain as principal if the district has implemented "in whole or in part" the required elements of the selected intervention model.	Required	Principal new within last 2 years, minimal evidence of intervention implementation "in whole or in part."	Principal new within last 2 years, some evidence of intervention implementation "in whole or in part."	Principal new within last 2 years, substantial evidence of intervention implementation "in whole or in part."	
Implement such strategies as financial incentives and career ladders for hiring, placing, and retaining effective teachers.	Required	LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals; systems should take into account student growth data and other multiple measures such as multiple observation-based assessments of performance, ongoing collections of professional practice reflecting student achievement and increased high school graduation rates.	Required	LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.	Required	LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Provide additional incentives to attract and retain staff, such as a bonus to recruit and place a cohort of high performing teachers together in a low achieving school.	Optional	Minimal development	Moderate development	Extensive development	
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher's seniority.	Optional	Minimal development	Moderate development	Extensive development	

Transformation Model Elements	Required Element Missing 0 points— Disqualified	1-3 points	4-6 points	7-10 points	Score
Total Score for this Element:					**__/40**
Instructional and Support Strategies					
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and to state standards.	**Required**	LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and developed with school staff.	**Required**	LEA shows no barriers and is willing to implement ongoing, high quality, job-embedded professional development, but the planning process has not yet begun.	LEA plans to implement ongoing, high quality, job-embedded professional development, but is planning to implement only some of the elements indicated in the guidance. *(See description to the right.)*	LEA plans to implement professional development that: Occurs on a regular basis (e.g., daily or weekly; aligned to academic standards, school curricula and improvement goals; supported through coaches & mentors; focuses on looking at student work, achievement data; collaboratively planning & adjusting instructional strategies; consultations with outside experts, observations of classrooms practices; may include collaborative planning time.)	__/10
Ensure continuous use of student data (formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	**Required**	LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10

Transformation Model Elements	Required Element Missing 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
Institute a system for measuring changes in instructional practices resulting from professional development.	Optional		Minimal development	Moderate development	Extensive development	
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	Optional		Minimal development	Moderate development	Extensive development	
Implement a school-wide response to intervention model.	Optional		Minimal development	Moderate development	Extensive development	
Provide additional support and professional development to teachers to support students with disabilities and limited English proficient students.	Optional		Minimal development	Moderate development	Extensive development	
Use and integrate technology-based supports and interventions as part of instructional program.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Improve student transition from middle to high school.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Establish early warning systems.	Optional		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						**—/30**
Learning Time and Support						
Establish schedules and strategies that provide increased learning time in all subjects for a well rounded education, enrichment and service learning. Increased learning time includes longer school day, week or year to increase total number of school hours.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	—/10
Provide ongoing mechanisms for family and community	**Required**		LEA shows no barriers and willingness to implement	Plan shows some development of this	Plan details steps they have taken or are ready	—/10

Transformation Model Elements	Required Element Missing 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
engagement.			this element	element	to implement regarding this element	
Provide appropriate social-emotional and community-oriented services and support for students.	Optional		Minimal development	Moderate development	Extensive development	
Partner with parents and parent organizations, faith and community based organizations, health clinics, and other state/local agencies to create safe learning environments.	Optional		Minimal development	Moderate development	Extensive development	
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	Optional		Minimal development	Moderate development	Extensive development	
Implement approaches to improve school climate and discipline.	Optional		Minimal development	Moderate development	Extensive development	
Expand program to offer pre-kindergarten or full day kindergarten.	Optional		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						**__/20**
Provide operational flexibility and sustained support						
Give school sufficient operational flexibility (staffing, calendar, and budget) to implement fully comprehensive approach.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Ensure school receives intensive ongoing technical support from district, state, or external partners.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Adopt a new governance structure to address turnaround of school(s); the district may hire a chief turnaround officer to report directly to the superintendent.	Optional		Minimal development	Moderate development	Extensive development	
Implement a new school model (e.g., themed, dual language academy)	Optional		**Minimal development**	**Moderate development**	**Extensive development**	
Implement a per-pupil school based budget formula that is weighted based on student needs.	Optional		**Minimal development**	**Moderate development**	**Extensive development**	
Total Score for this Element:						**__/20**
Total for this School						**__/110**