

SIG Rubric—2011-12 Implementation (FY10 and Carryover FY09 Funds)

Section A: School Building & Funding Information

Section Flag

LEA Name	
-----------------	--

School Building	
------------------------	--

Building Tier	Tier I <input type="checkbox"/>	Tier II <input type="checkbox"/>
----------------------	---------------------------------	----------------------------------

Reform Model Chosen	Transformation <input type="checkbox"/>	Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Closure <input type="checkbox"/>
----------------------------	--	--	-------------------------------------	-------------------------------------

Reform Model Selected	Min/Max Amount for Building	Amount Applied For in Application	Amount Falls in Line with Range Permitted (Y/N)
School Closure	\$50,000/\$200,000		
Transformation/Turnaround/Restart			

*If building funding request is not within the allowable range set forth within the SIG application, provide specific information below that details the discrepancy (i.e. amount applied for is \$50,000 more than maximum permitted).

Section B: School Narrative

Section Flag

No scores will be awarded for this section of the grant application. The section does not respond directly to any grant requirements, but provides the reader with a comprehensive understanding of the school’s 3-5 year history/story. Schools were asked to provide information on:

- Data (academic, behavioral, non-academic)
- Changes in administration, governance structures and leadership
- Curriculum mapping, revision and development activities
- Implementation of new core instructional programs
- Staffing changes, recruiting efforts, incentives, supports and mentoring for new and/or struggling teachers
- Professional development plans and initiatives
- School reform planning efforts to include data analysis, data review and root cause analysis
- Parent and community involvement in school reform efforts
- Another other relevant information to describe the school’s history and current environment

Although no score is being awarded for this section, the information provided in this section is vital to the entire application for SIG funds. This information should be used to inform the review of all sections of the application. Examples of things to consider:

- If the school is seeking SIG funds to continue initiatives described within the 3-5 year history detailed in this section, have they provided evidence that the initiatives are effective or show sufficient promise of effectiveness?
- If the school is seeking to dramatically change initiatives described within the 3-5 year history detailed in this section, have they provided the reasons for the change? Is there data to support the request for change? Is it fiscally responsible to use SIG funds to change if insufficient information is provided to support the change?
- If the school is seeking to abandon initiatives described within the 3-5 year history detailed in this section, have they provided sufficient support for this action? Is it fiscally responsible to use SIG funds to abandon initiatives and begin anew? Have alterations to initiatives been attempted? If no, should that be considered first?

Section C: Identified Needs/Annual Goals

Section Flag

Section Score ___

If the school used the Getting Results school improvement planning tool AND has an approved improvement plan on file the PDE, a description of the data and analysis will not be required again in the SIG application. The only area that must be addressed is the prioritization of needs.

Appendix D—PA SIG Rubric for FY10

If reviewing an application from a school that has indicated it has an approved Getting Results school improvement plan, the rubric sections for data, analysis and the first criteria for prioritization of needs must be marked N/A. Mark the sections N/A by circling that option within each section below.

Sections highlighted below represent the minimum required score for each criterion. Funds will not be awarded until all criteria receive at least the minimum score.

Data			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>Academic data broken down by subject, grade level, subgroup, classroom, standards & anchors was considered during the needs assessment.</p> <p>If Getting Results on file:</p> <p style="text-align: center;">N/A</p> <p>Score Awarded _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>
<p>Student data on behavior, graduation rate, attendance, participation in extended learning and remediation was considered during the needs assessment.</p> <p>If Getting Results on file:</p> <p style="text-align: center;">N/A</p> <p>Score Awarded _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>
<p>Professional development data regarding topics covered, number of sessions, length of sessions, participation and classroom usage was considered during the needs assessment.</p> <p>If Getting Results on file:</p> <p style="text-align: center;">N/A</p> <p>Score Awarded _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>

Appendix D—PA SIG Rubric for FY10

Data			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>Parent data regarding the level of involvement, opportunities for involvement and parent feedback was considered during the needs assessment.</p> <p>If Getting Results on file:</p> <p align="center">N/A</p> <p>Score Awarded _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>
<p>Leadership data regarding teacher needs, classroom observations and students needs were considered during the needs assessment.</p> <p>If Getting Results on file:</p> <p align="center">N/A</p> <p>Score Awarded _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>
<p>Other data regarding reforms already implemented and either abandoned or maintained, leadership and teacher changes made, building configuration changes made and any other relevant data was considered during the needs assessment.</p> <p>If Getting Results on file:</p> <p align="center">N/A</p> <p>Score Awarded _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>

Appendix D—PA SIG Rubric for FY10

Analysis			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>Data collected was reviewed by a group of staff to include representatives of all affected parties (leadership, teachers, parents).</p> <p>If Getting Results on file:</p> <p style="text-align: center;">N/A</p> <p>Score Awarded _____</p>	<p><i>The LEA assembled a data review team that consisted of all affected parties. The LEA application specifically described the process used to review data (i.e. data reviewed, number of meetings, analysis completed, and collaboration activities). Sufficient time was taken to thoughtfully review all relevant data.</i></p>	<p><i>The LEA assembled a data review team that consisted of most of the affected parties, but could have been more inclusive. The LEA application provided a general description of process used to review data, but lacked detail. (i.e. data reviewed, number of meetings, analysis completed, and collaboration activities). The time taken to review the relevant data was not specified or was limited.</i></p>	<p><i>The LEA reviewed the data without the use of a team to represent all affected parties. The LEA application provided little or no evidence of the process used to review data making it difficult to determine the appropriateness of the review. Limited or no evidence of the time spent on data review was provided.</i></p>
<p>Data connections were made in order to determine where serious academic problems exist and identify anomalies that may or may not indicate serious issues.</p> <p>If Getting Results on file:</p> <p style="text-align: center;">N/A</p> <p>Score Awarded _____</p>	<p><i>The LEA application provides an in-depth description of the data connections made as a result of the data review team’s work. (For example, a majority of the students who actually participated in after-school, extended day learning opportunities were NOT the students scoring below-basic on the PSSA.)</i></p>	<p><i>The LEA application provides general, surface information on data connections made as a result of the data team’s work. The data connections provided are basic and predictable but not necessarily emerging as a result of a school-specific needs assessment.</i></p>	<p><i>The LEA application provides little or no evidence of data connections made as a result of the data team’s work. Even the most basic connections that are apparent to the reader were not provided within the application.</i></p>

Appendix D—PA SIG Rubric for FY10

Prioritization of Needs			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>Results of data analysis were reviewed by LEA and school leadership or outside experts, if necessary, to identify and prioritize needs.</p> <p>If Getting Results on file:</p> <p style="text-align: center;">N/A</p> <p>Score Awarded _____</p>	<p><i>LEA and school leadership and outside experts thoroughly reviewed the data analysis completed by the data review team. A description of those involved and the process undertaken is provided within the LEA application. Information provided clearly shows that all appropriate leaders were involved (building principal, curriculum director, special education director, federal programs director, etc.) in the review of the data analysis and the identification of needs and priorities.</i></p>	<p><i>A limited number of LEA leadership staff reviewed the data analysis completed by the data review team. The description of those involved and the process undertaken is missing important information (positions/titles of those involved, time spent on the review). Information provided shows that key school leaders were not part of the review—building principal for example—making it difficult to have buy-in from all involved.</i></p>	<p><i>There is little or no evidence in the LEA application to show that school and LEA leadership reviewed the data analysis completed by the data review team. Little or no information was provided regarding the names and titles of staff responsible for reviewing the data analysis.</i></p>
<p>The needs identified in the school were prioritized and a sub-set of needs was identified to be addressed in the first, second and third year of the reform.</p> <p>Score Awarded _____</p>	<p><i>The LEA application clearly articulates the priority needs that have been identified. The LEA application specifies the needs to be addressed in the first, second and third year of the reform effort.</i></p>	<p><i>The LEA application articulates the needs of the school, but does not prioritize them over a three-year period.</i></p>	<p><i>The LEA application provides little or no evidence of the needs identified and/or the priority established for those needs.</i></p>

Annual Goals			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>The school has established annual PSSA goals for each year of the grant that require aggressive movement of students into proficient or advanced levels of achievement.</p> <p>Score Awarded _____</p>	<p><i>The annual goals have been established for all three years of the grant. Goals are provided for all proficiency levels. Goals over the three year period move at least 2/3 of the students currently scoring below proficient into proficient or advanced.</i></p>	<p><i>The annual goals have been established for all three years of the grant. Goals are not provided for all proficiency levels. Goals move only 1/2 of the students currently scoring below proficient into proficient or advanced.</i></p>	<p><i>Annual goals have not been established for all three years of the grant. Insufficient information is provided to demonstrate that SIG funds will aggressively move students from below proficient into proficient or advanced levels.</i></p>

Appendix D—PA SIG Rubric for FY10

Section D: Selection & Implementation of Model

Section Flag

Section Score

The school must demonstrate that the process used to identify the reform model was based on data, needs and other appropriate demographics. Rate the school’s description of the process used to select the model in the rubric below.

Sections highlighted below represent the minimum required score for each criterion. Funds will not be awarded until all criteria receive at least the minimum score.

Selection of Model or Solutions			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>The model selected best meets the prioritized needs of the school. (Tier I and II schools only.)</p> <p>Score Awarded <u> </u></p>	<p><i>The LEA application provides clear connections between the identified needs and the reform model selected. The reform model is clearly the best match to the identified needs.</i></p>	<p><i>The LEA application provides limited connections between the identified needs and the reform model selected. The reform model MAY be the best match, but one of the other reform models may a better choice.</i></p>	<p><i>The LEA application does not clearly articulate the connection between the needs identified and the reform model selected. The LEA must demonstrate a better understanding of the needs of the school and the requirements of the reform model.</i></p>
<p>Solutions have been selected to address each of the prioritized needs. (Tier III only.)</p> <p>Score Awarded <u> </u></p>	<p><i>The LEA application provides a list and description of each of the solutions to be used. The solutions are clearly tied to the priority needs identified. All needs identified have an associated solution.</i></p>	<p><i>The LEA application provides a list of some solutions, but descriptions are vague or unclear. Solutions cannot be directly tied back to all of the identified needs. Without further detail, some needs not be addressed.</i></p>	<p><i>The LEA application does not clearly identify the solutions selected. Little or no evidence is present to show that identified needs will be addressed by a specific solution.</i></p>
<p>Solutions chosen are evidence-based and proven to be effective in addressing the needs identified. (Tier III only.)</p> <p>Score Awarded <u> </u></p>	<p><i>The LEA provides clear, specific information regarding the evidence to support the solutions to be implemented. The evidence shows the solution to be effective with the specific grades, subjects, demographic, etc. identified in the needs assessment.</i></p>	<p><i>The LEA provides some information to show solutions are effective. The evidence provided does not tie directly to the specific grades, subjects, demographic, etc. identified in the needs assessment.</i></p>	<p><i>The LEA provides little or no evidence to support the solutions chosen. Little or no evidence is provided to show the solution has been effective in dealing with the specific grades, subject, demographics, etc. identified in the needs assessment.</i></p>

Appendix D—PA SIG Rubric for FY10

Section E: Description of Reform Plan

Section Flag

Section Score

The school must be able to describe the reform plan it will implement with sufficient detail and support. The reviewer must review the goals, actions and evaluations and determine the quality of the plans for each.

Sections highlighted below represent the minimum required score for each criterion. Funds will not be awarded until all criteria receive at least the minimum score.

Description of Reform Plan (Quality of Plan)—Transformation			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E1. Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2008-09 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.)</p> <p>Score Awarded _____</p>	<p><i>The LEA provides clear and specific information regarding the recruitment and selection of a new principal for the school.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and will not be replaced.</i></p>	<p><i>The LEA provides limited documentation to show the LEA's plan for recruiting and hiring a new principal for the school. It is unclear if the process can or will be carried out by the beginning of the 2010-11 school year.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides limited evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and therefore cannot support their decision to retain the current principal.</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to recruit and hire a new principal or the criteria to be used. Little or no evidence of the reasons for the retention of the current principal provided.</i></p>
<p>E1 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

<p>E2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>Are designed and developed with teacher and principal involvement.</p> <p>Score Awarded _____</p>	<p><i>The LEA presents a plan outlining the specific steps to be taken to monitor teacher effectiveness and the evaluation tools to be used. The plan provides for support to new and struggling teachers and/or incentives for effective teachers. The plan provides details on consequences for teachers failing to meet evaluation expectations.</i></p>	<p><i>The LEA describes a plan to monitor teacher effectiveness, but key details are missing from the plan. More specific information regarding evaluation tools to be used, how often, by whom, etc. is needed. Plans for support of new and/or struggling teachers and consequences for teachers failing to meet expectations lack necessary details.</i></p>	<p><i>The LEA provides little or no evidence of its plan to monitor teacher effectiveness, support new and/or struggling teachers and implement consequences for teachers failing to meet expectations.</i></p>
<p>E2 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <p>Score Awarded _____</p>	<p><i>The LEA provides clear, specific information regarding the identification and reward system developed for school leaders, teachers and staff. The description includes specific information regarding expectations for student achievement and high school graduation rates and rewards and consequences for employees based on this data.</i></p>	<p><i>The LEA provides a brief summary regarding the identification and reward system developed for school leaders, teachers and staff. The description includes general information regarding expectations for student achievement and high school graduation rates and rewards and consequences for employees based on this data.</i></p>	<p><i>The LEA provides little or no evidence of a plan for rewarding teachers and school leaders based on student achievement and high school graduation rates or consequences for same data.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Transformation			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E3 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p>Score Awarded _____</p>	<p><i>The school describes the professional development plan with great detail. The plan clearly shows the link between professional development opportunities and the needs identified. Topics for professional development activities are covered more than once during the year and sessions build off of previously covered material. Professional development activities are job-embedded when possible.</i></p>	<p><i>The school describes the professional development plan to be implemented, but does not provide sufficient detail on topics covered, number of sessions, participants, etc. Not all professional development activities described directly relate to identified needs. The activities are once-and-done and not covered in an on-going manner.</i></p>	<p><i>The school provides little or no evidence of a professional development plan for the school. Professional development activities are not coordinated, do not address needs identified and are not of sufficient size and scope to effect real, lasting change in educational practice.</i></p>
<p>E4 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Transformation			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p> <p>Score Awarded _____</p>	<p><i>The LEA has provided clear and specific information regarding incentive programs, recruitment efforts, programs to support and maintain effective staff and steps to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided limited information on new and innovative efforts to incentivize success, recruit and retain effective staff of actions to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided little or no evidence that any plans have been developed to provide financial incentives, recruit and retain effective staff or handle staff not meeting expectations.</i></p>
<p>E5 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p> <p>Score Awarded _____</p>	<p><i>The school’s plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies; the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.</i></p>	<p><i>The school’s plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.</i></p>	<p><i>There is little or no evidence of a comprehensive, standards-aligned-system within the school’s reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Transformation			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E6 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E7. Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>Score Awarded _____</p>	<p><i>The school has described an extensive assessment plan that includes the use of all four of the assessments. The use of each assessment is appropriate and is administered an appropriate number of times to yield useful, informative data for teachers and leaders. Assessment results will be shared with all appropriate staff in a timely fashion and in a format that is helpful. Teachers will have ample time to review and analyze data and make necessary changes to instruction.</i></p>	<p><i>The school has described an assessment plan that includes some of the four assessments. The assessments to be used may be appropriate to measure the success of students and programs. Important details are missing from the plan (times per year assessment is to be administered, analysis to occur, process for sharing data, etc.) to ensure that student progress is being accurately measured and results shared.</i></p>	<p><i>The school provides little or no evidence of a comprehensive assessment plan to administer benchmark, formative, diagnostic and summative assessments. There is insufficient evidence to determine if student progress will be measured appropriately and that results will be shared with staff.</i></p>
<p>E7 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Transformation			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E8. Establish schedules and strategies that provide increased learning time.</p> <p>Score Awarded _____</p>	<p><i>The school provides clear and descriptive information regarding the number of minutes of instruction to be added during the school year, the programs to be offered, the students included, and the manner in which the school day/year will be extended.</i></p>	<p><i>The school provides general information about plans to extend learning time for students. No specific information is provided regarding the actual number minutes to be added during the school year or the students to be involved.</i></p>	<p><i>The school provides little or no evidence of its plans to extend learning time for students in the school.</i></p>
<p>E8 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E9. Provide ongoing mechanisms for family and community engagement.</p> <p>Score Awarded _____</p>	<p><i>The school provides detailed information regarding the parent, family and community engagement activities to be conducted in both the pre-implementation period and the three-year period beginning in 2011-12. Information includes multiple opportunities for involvement, evidence of the use of family and community feedback to shape reform efforts and a plan for continuous communication between the school and families/community.</i></p>	<p><i>The school provides some detailed information regarding the parent and community engagement activities to be conducted. Activities may not take place throughout the pre-implementation phase and implementation phases of the plan and may be of a limited number to have maximum impact. More specific information is needed to support communication between the school and families/community.</i></p>	<p><i>The school provides little or no evidence of effective plans to communicate the reform effort to parents, families or the community.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Transformation			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E9 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E10. Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates.</p> <p>Score Awarded _____</p>	<p><i>The LEA provides a detailed description of the changes to be made that will allow operational flexibility at the school level. The application specifically indicates the changes in practice and procedures to allow this flexibility to take place.</i></p>	<p><i>The LEA provides a general summary of the changes that could take place to allow for more operational flexibility at the school level, but details are lacking that demonstrate how that will occur and when.</i></p>	<p><i>The LEA provides little or no information to show that the school will be given any operational flexibility to implement the reform model chosen.</i></p>
<p>E10 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Transformation			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).</p> <p>Score Awarded _____</p>	<p><i>The LEA’s application clearly outlines the different levels of technical assistance to be provided by the LEA, the SEA and external partners in support of the intervention model.</i></p>	<p><i>The LEA’s application provides generally information about assistance to be provided to the school during the implementation of the model. However, specific information around the types of technical assistance to be offered and from whom are missing.</i></p>	<p><i>The LEA provides little or no evidence of a plan to provide technical assistance and related support to the school as it implements the intervention model.</i></p>
<p>E11 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Turnaround			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E1. Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2008-09 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.)</p> <p>Score Awarded _____</p>	<p><i>The LEA provides clear and specific information regarding the recruitment and selection of a new principal for the school.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and will not be replaced.</i></p>	<p><i>The LEA provides limited documentation to show the LEA's plan for recruiting and hiring a new principal for the school. It is unclear if the process can or will be carried out by the beginning of the 2010-11 school year.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides limited evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and therefore cannot support their decision to retain the current principal.</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to recruit and hire a new principal or the criteria to be used. Little or no evidence of the reasons for the retention of the current principal provided.</i></p>
<p>E1 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Turnaround			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: Screen all existing staff and rehire no more than 50 percent; and Select new staff;</p> <p>Score Awarded _____</p>	<p><i>The LEA clearly defines the process and criteria to be used to identify the staff within the school that will be retained. A clear, executable plan has been established to recruit, hire and support new highly qualified staff in the school. Staffing changes will be completed for the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides some details on the process to be used to identify staff to be retained and the criteria to be used, but some important issues have not been addressed. Plans for recruiting, hiring and supporting new staff are vague and lack details necessary to determine its appropriateness. Staffing changes cannot be completed by the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to identify staff to be retained or the criteria to be used. No details are provided regarding the plans to recruit, hire and support new teachers in the 2010-11 school year.</i></p>
<p>E2 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E3. Provide appropriate social-emotional and community-oriented services and supports for students.</p> <p>Score Awarded _____</p>	<p><i>The LEA provides a specific plan and/or details regarding the health and social services to be provided to students. Based on the data provided within the needs assessment, the health and social services to be provided meet the needs of students and parents.</i></p>	<p><i>The LEA provides limited information and/or details regarding health and social services to be provided to students. Based on the data provided within the needs assessment, not all of the services are aligned and some services should be added/deleted.</i></p>	<p><i>There is little or not evidence that necessary health and social services will be offered to students. Needs were identified within the needs assessment, but these needs are not being addressed within the plan.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Turnaround			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E3 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p> <p>Score Awarded _____</p>	<p><i>The LEA has provided clear and specific information regarding incentive programs, recruitment efforts, programs to support and maintain effective staff and steps to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided limited information on new and innovative efforts to incentivize success, recruit and retain effective staff of actions to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided little or no evidence that any plans have been developed to provide financial incentives, recruit and retain effective staff or handle staff not meeting expectations.</i></p>
<p>E4 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Turnaround			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</p> <p>Score Awarded _____</p>	<p><i>The LEA provides details, timelines and goals for the establishment of necessary structures and reporting systems and the manner in which all will be monitored. The steps to be taken will provide for the effective implementation of the school reform effort and ample opportunities for adjustments to be made based on reporting data.</i></p>	<p><i>The LEA’s description of the new governance structure to be established lacks necessary details and specificity. Reporting systems are limited and by themselves will not provide sufficient accountability staff and LEA leadership. Insufficient time/opportunities available within the plan for review of data and adjustments to plan.</i></p>	<p><i>The LEA provides little or no evidence of the implementation of a new governance structure as part of the reform model. Accountability plans are limited or non-existent within the LEA’s application.</i></p>
<p>E5 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E6. Establish schedules and strategies that provide increased learning time.</p> <p>Score Awarded _____</p>	<p><i>The school provides clear and descriptive information regarding the number of minutes of instruction to be added during the school year, the programs to be offered, the students included, and the manner in which the school day/year will be extended.</i></p>	<p><i>The school provides general information about plans to extend learning time for students. No specific information is provided regarding the actual number minutes to be added during the school year or the students to be involved.</i></p>	<p><i>The school provides little or no evidence of its plans to extend learning time for students in the school.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Turnaround			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E6 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E7. Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>Score Awarded _____</p>	<p><i>The school has described an extensive assessment plan that includes the use of all four of the assessments. The use of each assessment is appropriate and is administered an appropriate number of times to yield useful, informative data for teachers and leaders. Assessment results will be shared with all appropriate staff in a timely fashion and in a format that is helpful. Teachers will have ample time to review and analyze data and make necessary changes to instruction.</i></p>	<p><i>The school has described an assessment plan that includes some of the four assessments. The assessments to be used may be appropriate to measure the success of students and programs. Important details are missing from the plan (times per year assessment is to be administered, analysis to occur, process for sharing data, etc.) to ensure that student progress is being accurately measured and results shared.</i></p>	<p><i>The school provides little or no evidence of a comprehensive assessment plan to administer benchmark, formative, diagnostic and summative assessments. There is insufficient evidence to determine if student progress will be measured appropriately and that results will be shared with staff.</i></p>
<p>E7 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Turnaround			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p> <p>Score Awarded _____</p>	<p><i>The school’s plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies; the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.</i></p>	<p><i>The school’s plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.</i></p>	<p><i>There is little or no evidence of a comprehensive, standards-aligned-system within the school’s reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.</i></p>
<p>E8 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E9. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).</p> <p>Score Awarded _____</p>	<p><i>The LEA’s application clearly outlines the different levels of technical assistance to be provided by the LEA, the SEA and external partners in support of the intervention model.</i></p>	<p><i>The LEA’s application provides generally information about assistance to be provided to the school during the implementation of the model. However, specific information around the types of technical assistance to be offered and from whom are missing.</i></p>	<p><i>The LEA provides little or no evidence of a plan to provide technical assistance and related support to the school as it implements the intervention model.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Turnaround			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E9 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Restart			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E1. The LEA implemented a review process for choosing the Charter Management Organization (CMO) or Educational Management Organization (EMO).</p> <p>Score Awarded _____</p>	<p><i>The LEA clearly describes the process used to select the CMO/EMO. The process required CMOs/EMOs to demonstrate program quality, effectiveness in “like” settings and experience dealing with the identified needs of the school.</i></p>	<p><i>The LEA provides a general description of the process used to select the CMO/EMO. Insufficient details provided regarding the manner in which CMOs/EMOs were prioritized—effectiveness, quality, experience.</i></p>	<p><i>The LEA provides little or no evidence of the explicit process used to prioritize and select a CMO/EMO.</i></p>
<p>E1 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E2. The LEA identifies the EMO/CMO selected or the pool of potential providers.</p> <p>Score Awarded _____</p>	<p><i>The LEA identified the EMO/CMO selected or the pool of potential EMOs/CMOs.</i></p>		<p><i>The LEA did not provide the identity of the CMO/EMO selected or the pool of potential EMOs/CMOs.</i></p>
<p>E2 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Restart			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E3. The school to be “restarted” has retained its original grade configuration or has a plan for those students to be moved.</p> <p>Score Awarded _____</p>	<p><i>The LEA has maintained the grade configuration of the school and all students formerly attending the school will be permitted to attend the “restarted” school in 2010-11.</i></p> <p><i>OR</i></p> <p><i>The LEA plans to change the grade configuration of the “restarted” school and provides a description of the new grade configuration and the reasons for the change. A plan to accommodate and move students to new buildings is described in detail.</i></p>		<p><i>The LEA is not maintaining the grade configuration of the school and cannot support the decision to do so. The LEA does not address the plan for moving students to new buildings in the 2010-11 school year.</i></p>
<p>E3 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E4. The LEA/school has an implementation plan to ensure a smooth “restart” for the 2011-12 school year.</p> <p>Score Awarded _____</p>	<p><i>The LEA describes in detail, the plan for implementing the restart model in the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides a general plan for the implementation of the restart model. A timeline is included, but does not include activities prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence of a detailed, specific plan and timeline for implementing the restart model in the 2010-11 school year.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Restart			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E4 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

Description of Reform Plan (Quality of Plan)—Closure			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>E1. The LEA has a plan to enroll students in new, higher-performing schools or LEAs.</p> <p>Score Awarded _____</p>	<p><i>The LEA provides a detailed plan to enroll students into new schools or other neighboring LEAs. The plan specifically identifies the tasks to be done and the timeline for doing them. Students will be aware of their new placements prior to the start of the 2010-11 school year.</i></p>		<p><i>The LEA does not provide a detailed plan that outlines where students will be attending, the timeline for notification and the goal of having students placed in the 2010-11 school year.</i></p>
<p>E1 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E2. The LEA/School has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2011-12 school year.</p> <p>Score Awarded _____</p>	<p><i>The LEA describes in detail, the plan for closing the school before the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides a general plan for the closure of the school. A timeline is included, but does not include activities prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence of a detailed, specific school closure plan and timeline for 2010-11 school year.</i></p>
<p>E2 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix D—PA SIG Rubric for FY10

Based on the review of the reform plan and the details on goals, actions and evaluation methods, rate the school’s ability to effectively evaluate, manage, maintain and change the plan to meet the needs of students and teachers.

*Sections highlighted below represent the minimum required score for each criterion.
Funds will not be awarded until all criteria receive at least the minimum score.*

Ongoing Evaluation			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>Multiple evaluation measures have been selected to measure effectiveness throughout the implementation of the reform effort.</p> <p>Score Awarded _____</p>	<p><i>The LEA has clearly identified the multiple evaluation measures to be used, the timeline for their administration, the person(s) responsible and the specific uses of the data to be gathered. Evaluation measures will be administered at least 3 times per school year.</i></p>	<p><i>The LEA has provided general information regarding the evaluation measures to be used, but does not provide specific information regarding the administration of the measure or the way in which data will be used. Evaluation measures are not administered at least 3 times per school year.</i></p>	<p><i>There is little or no evidence that specific, multiple evaluation measures have been selected or will be used consistently throughout the implementation of the reform effort. Evaluation measures are not administered consistently throughout the school year.</i></p>
<p>Benchmarks for evaluation measures have been set at specific times throughout the school year.</p> <p>Score Awarded _____</p>	<p><i>The LEA has established benchmarks for all identified evaluation measures and time periods. Processes have been developed to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i></p>	<p><i>The LEA has established benchmarks for some/all evaluation measure and time periods. More specific information is necessary to ensure that processes are in place to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i></p>	<p><i>The LEA has not established the necessary benchmarks to allow for progress to be monitored.</i></p>
<p>An ongoing review process is established to ensure timely review of data and plan alterations as necessary.</p> <p>Score Awarded _____</p>	<p><i>The LEA has described its plan for setting aside sufficient time throughout the year for progress monitoring. The plan provides timely feedback to classroom teachers and timely alterations to school-level plans if necessary based on data.</i></p>	<p><i>The LEA provides general information regarding progress monitoring. More specific information is needed regarding designated time for data review, the timeline for feedback to teachers and the process for plan alterations based on data.</i></p>	<p><i>The LEA provides little or no evidence to support the development of a clearly defined process for reviewing data from ongoing evaluations, providing necessary feedback to classroom teachers and making alternations to plans.</i></p>

Appendix D—PA SIG Rubric for FY10

Section F: Selection Process Outside Experts

Section Flag

Section Score

Not all schools and LEAs have the expertise needed to carry out all aspects of the proposed reform plan. The selection of outside experts to assist in carrying out the reform plan and to help to inform the process is an important factor. Rate the school’s process to be used to select and hire outside experts. If no outside experts/providers are to be hired as part of the reform plan, circle N/A under each criterion.

Outside Experts/Providers			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>A process for the solicitation, review and selection of outside experts/providers is established and utilized.</p> <p>N/A—No Outside Experts are Included in Reform Plan</p> <p>Score Awarded <u> </u></p>	<p><i>The school has clearly articulated the plan for soliciting and selecting the outside experts needed to implement the necessary reforms. The process requires applicants to provide evidence of education, prior work experience that directly relates to the area of expertise needed and data to show success in that same area.</i></p>	<p><i>The school has developed a process and plan for hiring outside experts necessary for the implementation of the reforms. The process lacks some details and does not require applicants to provide information that would clearly show expertise in the area needed.</i></p>	<p><i>There is little or no evidence of any concrete plan for the solicitation/selection of outside experts/providers. It is not clear what criteria, if any, will be used to find and hire experts that are included in the reform plan.</i></p>
<p>The outside experts/providers to be hired are proficient in areas where additional expertise is needed.</p> <p>N/A—No Outside Experts are Included in Reform Plan</p> <p>Score Awarded <u> </u></p>	<p><i>The school has provided specific information regarding the relationship between the identified needs of the school and the area of expertise being sought from the outside. The experts/providers have been described within the reform plan and are integral members of the reform initiative.</i></p>	<p><i>The school has provided general information about the relationship between the identified need of the school and the area of expertise being sought from the outside. There is limited evidence to support the outside expert(s) role in the reform initiative.</i></p>	<p><i>There is little or no evidence of the relationship between the identified need of the school and the area of expertise being sought from the outside. It is unclear what the role of the outside experts/providers is.</i></p>

Section G: LEA and School Capacity

Section Flag

Section Score

This section of the SIG application requires an LEA and school to discuss capacity issues in two different ways. First, the LEA must demonstrate it has insufficient capacity to serve more than the Tier I and Tier II schools applied for. Second, both the LEA and

Appendix D—PA SIG Rubric for FY10

school must demonstrate they have the capacity to provide all of the necessary supports required to implement the planned reforms in all buildings.

Rate the LEA’s response to the first capacity requirement (Part 1 of Section G of LEA Application) based on the considerations provided below.

Lack of Capacity to Serve Additional Eligible Schools		
Consideration	Rater Comments	Final Assessment Y/N
<p>INTERVENTION MODEL(S) SELECTED: <i>Consider the number of schools the LEA is applying to serve; the models selected within those schools; the human, organizational, structural and material capacity the LEA has described. Does the reader feel the LEA has the capacity to include additional schools w/o negatively impacting the implementation plans for participating schools?</i></p>		
<p>NEEDS OF THE SCHOOLS: <i>Consider the needs of the participating schools outlined within the LEA application; the programs and services to be offered in participating schools; the human, organizational, structural and material capacity the LEA has described. Does the reader feel the LEA has the capacity to include additional schools and still meet the identified needs of participating schools?</i></p>		
<p>AVAILABILITY OF OUTSIDE EXPERTS: <i>Consider the current expertise within the LEA, as described within the application; the efforts, if any, to be taken to gain outside expertise in support of participating schools; resources available to pay for outside expertise. Does the reader feel the LEA has the capacity to find additional outside experts and have the capacity to find and allocate resources for additional expertise?</i></p>		

Appendix D—PA SIG Rubric for FY10

Consideration	Rater Comments	Final Assessment Y/N
<p>AVAILABILITY OF STAFF: <i>Consider the number of highly-qualified staff the LEA will be recruiting for participating schools as part of the reform plan; consider the location of the school (rural/urban) and the effect that has on finding highly-qualified staff. Does the reader feel the LEA has the capacity to hire the needed highly-qualified staff to implement reforms within other eligible schools w/o negatively impacting staffing plans in participating schools?</i></p>		
<p>BUY-IN OF STAFF: <i>Consider the information provided within the LEA’s application regarding the process for garnering support for the reform(s) in participating schools; consider the level of staff support garnered in participating schools; the current support of staff in eligible schools; the current achievement levels of students in eligible schools and the satisfaction levels of staff. Does the reader feel the LEA has the capacity to plan for and garner the necessary support in other eligible buildings prior to the 2010-11 school year?</i></p>		
<p>FISCAL SITUATION OF LEA: <i>Consider the resources described within the LEA application; the amount of funding needed from state and local resources to support participating schools; the current fiscal hardships, if any described within the LEA application. Does the reader feel the LEA has sufficient resources available to include other eligible schools w/o negatively impacting the resources available to participating schools?</i></p>		

Appendix D—PA SIG Rubric for FY10

Consideration	Rater Comments	Final Assessment Y/N
<p>AYP STATUS OF ALL BUILDINGS WITHIN LEA: <i>Consider the number of schools within the LEA that are required to carry out certain programs as per NCLB (school choice, SES, etc.); consider the status of current school improvement efforts taking place within eligible buildings as a result of AYP status. Does the reader feel the LEA has the capacity to include additional eligible schools while maintaining the required programs as per NCLB?</i></p>		
<p>UNION, PARENT, COMMUNITY AND BOARD SUPPORT: <i>Consider the information provided within the LEA’s application regarding the process for garnering support for the reform(s) in participating schools; consider the level of union, parent, community and board support garnered in participating schools; the current support of these groups in eligible schools; the current achievement levels of students in eligible schools and the satisfaction levels of these groups. Does the reader feel the LEA has the capacity to plan for and garner the necessary support of all or most of these groups in other eligible buildings prior to the 2010-11 school year?</i></p>		

Appendix D—PA SIG Rubric for FY10

Rate both the LEA and the school’s response to the second capacity requirement (Part 2 of Section G of LEA Application) based on the considerations provided below.

Capacity to Serve Tier I & II Schools			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>The LEA/school has sufficient human capacity to implement the reform(s) selected.</p> <p>Score Awarded _____</p>	<p><i>The LEA has clearly demonstrated it has the needed human capacity to carry out the reform(s) selected in all schools identified. The application describes the staff expertise currently available. The process for recruitment and identification of outside experts is described and is appropriate based on the needs of the school and the position responsibilities; an appropriate number of administrative staff available to lead the reforms; and a plan to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects and address equity among highly effective teachers.</i></p>	<p><i>The LEA addresses some of the key human capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient human capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary human capacity to implement the selected reform(s).</i></p>
<p>The LEA/school has sufficient organizational capacity to implement the reform(s) selected.</p> <p>Score Awarded _____</p>	<p><i>The LEA has clearly demonstrated it has the needed organizational capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for collaboration and communication with staff, community, unions and the school board; the LEA/school’s commitment to creating, modifying or eliminating processes and procedures as necessary to effectively implement reforms; and the planned approach to presentation and communication of school reform goals and vision.</i></p>	<p><i>The LEA addresses some of the key organizational capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient organizational capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary organizational capacity to implement the selected reform(s).</i></p>

Appendix D—PA SIG Rubric for FY10

Capacity to Serve Tier I & II Schools			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>The LEA/school has sufficient structural capacity to implement the reform(s) selected.</p> <p>Score Awarded _____</p>	<p><i>The LEA has clearly demonstrated it has the needed structural capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for standards-based curriculum, fair assessments, professional development, hiring policies and building/space limitations.</i></p>	<p><i>The LEA addresses some of the key structural capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary structural capacity to implement the selected reform(s).</i></p>
<p>The LEA/school has sufficient material capacity to implement the reform(s) selected.</p> <p>Score Awarded _____</p>	<p><i>The LEA has clearly demonstrated it has the needed material capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for aligning all school resources to the reform(s), attaining the necessary instructional materials and resources, ensuring sufficient time is made available and necessary additional funding is received.</i></p>	<p><i>The LEA addresses some of the key material capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary material capacity to implement the selected reform(s).</i></p>

Section H: Budget Information & Narrative

Section Flag
 Section Score __

Budget Information & Narrative			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>Amounts budgeted by required reform activity in Section E are broken down by year and specific categories.</p> <p>Score Awarded _____</p>	<p><i>The school’s budget breakdown is appropriate for the pre-implementation and implementation of the reform model selected. Yearly amounts are not excessive and the use of money by category is appropriate for achieving the goals outlined within Section E.</i></p>	<p><i>The school’s budget breakdown is provided by year and by funding category. Yearly amounts are questionable and may be too high or too excessive in some cases. The categories selected for budgeting funds are not consistent with the goals outlined in Section E.</i></p>	<p><i>The school’s budget breakdown is not broken down by year or funding category as required and costs are not appropriate for the goals outlined in Section E.</i></p>
<p>The LEA-level administrative expenses and costs for LEA-provided school support are identified.</p> <p>Score Awarded _____</p>	<p><i>The school’s breakout of LEA-level administrative expenses is appropriate and aligned with the model requirements, goals, and activities outlined within Section E. Sufficient, but not excessive, amounts are budgeted and are necessary to provide the services described within the reform plan.</i></p>	<p><i>The school’s breakout of LEA-level administrative expenses is provided and expenses provided are aligned with the model requirements, goals, and activities outlined within Section E. Amounts budgeted are too excessive or insufficient to provide the level of support described within the reform plan.</i></p>	<p><i>The school’s breakout of expenses does not include LEA-level administrative expenses. The reform plan requires some level of LEA support or administrative expense for the LEA and is not reflected within the budget breakout.</i></p>
<p>The school provides a description of each budgeted item.</p> <p>Score Awarded _____</p>	<p><i>The school’s descriptions of budgeted items are appropriate and aligned with the reform model requirements, goals and activities outlined within Section E.</i></p>	<p><i>Some of the school’s descriptions of budgeted items lack detail. More details are required for some budgeted items to ensure that they are appropriate and aligned with the reform model requirements, goals and activities outlined within Section E.</i></p>	<p><i>All or most of the school’s descriptions of budgeted items lack detail. More details are required for all budgeted items to ensure that they are appropriate and aligned with the reform model requirements, goals and activities outlined within Section E.</i></p>

Appendix D—PA SIG Rubric for FY10

<p>The amount of funds budgeted for pre-implementation costs are appropriate and the expenditures are allowable.</p> <p>N/A—No pre-implementation costs are budgeted.</p> <p>Score Awarded _____</p>	<p><i>The school’s budget for pre-implementation costs is an amount commensurate with the activities to be carried out as part of the reform and the total amount of money requested for such activities is appropriate and will not negatively impact Years 1, 2 and 3 of the reform. Activities to take place prior to the 11-12 school year are aligned with the reform plan and are necessary to prepare for implementation at the beginning of the 11-12 school year. Expenditures are allowable as specified within FY10 SIG guidance.</i></p>		<p><i>The school’s budget for pre-implementation costs is not completely aligned to the activities to be carried out as part of the reform. A clear connection cannot be made between all the activities budgeted and the description of the reform plan within the narrative of the application. All activities are not necessary for pre-implementation and could occur in Year 1, 2 or 3 without a negative impact on implementation at the beginning of the 11-12 school year. Expenditures are not all allowable as specified within FY10 SIG guidance.</i></p>
<p>The school provides sustainability plans for each budgeted item.</p> <p>Score Awarded _____</p>	<p><i>The school has provided a specific plan for sustaining all budgeted item or an explanation as to why the cost will not continue beyond Year 3 of the grant.</i></p>	<p><i>The school has provided a specific plan for sustaining most of the budgeted items or explanations as to why the costs will not continue beyond Year 3 of the grant. Some items require sustainability plans or more specific sustainability plans.</i></p>	<p><i>The school has not provided specific plans for sustaining the majority of the budgeted items or explanations as to why the costs will not continue beyond Year 3 of the grant. Many items will not be sustainable without funding from another source.</i></p>