

Next Gen SIG Application Scoring Rubric

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| School Name: | | | | |
| 1. Category | Point values | | | |
| 2(a) ETT Membership The application identifies a ETT members that reflect different perspectives with a focus on elevating voices outside of the K-12 system | 0 points: The application does not identify specific ETT members | 1 point: The application does not provide a detailed description to evaluate the diversity and capacity of the ETT. | 2 points: The identified or anticipated ETT members consist of mostly school/ corporation-based personnel. Membership includes a minority of members from outside of K-12 education. | 3 points: Identified ETT members reflect the diversity of the school community in perspective and experience. It includes most members from outside of K-12, including community leaders and workforce reps. |
| 2(b) ETT Authority The application clearly articulates the authority that will be given to the ETT to make decisions related to the transformation plan. | 0 points: The application fails to provide any authority to the ETT. | 1 point: The application provides authority to the ETT but falls short of identifying specific areas of authority for the ETT | 2 points: The application describes giving the ETT authority but falls short of committing to formalize the authority of the ETT in an MOU or other agreement. | 3 points: The application proposes a formal agreement or MOU between the ETT and the school corporation that articulates clear authority of core operational aspects including personnel, scheduling, budgets, and programs. |
| 2(c) Ongoing ETT Engagement The application describes how the ETT will regularly engage with key school officials to ensure ongoing monitoring of implementation and program evaluation. | 0 points: The application does not describe how the ETT will engage with school officials throughout the transformation. | 1 point: The application outlines regular engagements between the ETT and school officials. | 2 points: The application outlines regular engagements between the ETT and school officials and provides a general outline of ETT and school official engagement but lacks clear monitoring or oversight | 3 points: The application outlines a regular schedule of engagements between the ETT and school officials to monitor and inform implementation of the plan and provide ongoing oversight and evaluation of the effectiveness and impact of the plan. |
| 3. Statement of Opportunity The application identifies a specific problem that is within the school's locus of control. | 0 points: The application includes a statement that is ambiguous and a clear problem or challenge is not stated and/or cannot be deduced. | 3 point: The application includes a statement of opportunity but it does not include specific challenges associated with the educational opportunity currently offered to their students | 6 points: The application describes a specific problem that is programmatic, or strategy focused. The statement of opportunity does not reflect the systemic barriers that perpetuated the gap between educational opportunity and unique student needs. | 9 points: The application describes a specific problem at the systems level that focuses on aligning educational opportunities to student needs and provides a clear strategic justification as to why it is negatively impacting student outcomes. |
| 4(a) Where are we? The application describes relevant data and experiences aligned to the statement of opportunity that focuses on gaps in opportunity and access for students. The application describes a clear vision for success. | 0 points: The application provides general descriptions and experiences that are not directly tied to the challenges addressed in the statement of opportunity | 1 point: The application provides a general description of the current educational opportunity and how it relates to the problem but fails to provide data/ additional evidence or tie it to the statement of opportunity | 2 points: The application describes relevant data and experiences aligned to the statement of opportunity | 3 points: The application identifies concrete and tangible conditions or systemic barriers that are contributing to the gaps identified in the previous sections and focuses on gaps in opportunity and access for students |
| 4(b) What gaps exist? The application identifies all relevant gaps between student groups within the current system. The application shows gaps between student groups within the school and between students in the school and their peers across the community/state. The application considers academic outcomes and persistent gaps in access to high-quality services and/or educational opportunities for students. It also includes charts, data, and/or visualizations. | 0 points: The application fails to identify gaps between student groups | 1 point: The application identifies some gaps between student groups within the current system. The application shows gaps between student groups within the school but fails to show the gap between students in the school and their peers across the community/state. The application includes minimal data. | 2 points: The application identifies some gaps between student groups within the current system. The application shows gaps between student groups within the school and between students in the school and their peers across the community/state. It also includes some amount of data, charts, and/or visualizations. | 3 points: The application identifies all relevant gaps between student groups within the current system. The application shows gaps between student groups within the school and between students in the school and their peers across the community/state. The application considers academic outcomes and persistent gaps in access to high-quality services and/or educational opportunities for students. It also includes an adequate amount of data, charts, and/or visualizations |

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| 4(c) Vision for success The vision builds upon the statement of opportunity. It gives direction, relates to the future and speak towards the overall goal. It describe what success looks like, and includes high-level goals for student achievement. | 0 points: The vision is not clear and does not build upon the statement of opportunity | 1 point: The vision is clear but does not build upon the statement of opportunity. It lack direction and does not relate to the future. | 2 points: The vision is clear, builds upon the statement of opportunity, gives direction, and relates to the future but fails to include high-level goals for student achievement | 3 points: The vision builds upon the statement of opportunity. It gives direction, relates to the future and speak towards the overall goal. It describe what success looks like, and includes high-level goals for student achievement. |
| 4(d) How did we get here? The application identifies concrete and tangible conditions or systemic barriers that are contributing to the gaps identified in the previous section. | 0 points: The application fails to identify relevant and/or general barriers that are inhibiting student success. | 1 point: The application identifies concrete and tangible barriers that are contributing to the gaps identified in the previous section, but most of those barriers are outside of the school's control. The description fails to demonstrate a strong locus of control and understanding of how the current system inhibits progress. | 2 points: The application identifies concrete and tangible barriers that are contributing to the gaps identified in the previous section and are within the scope of the school's control. The description also demonstrates a strong locus of control and understanding of how the current system inhibits progress. | 3 points: The application identifies concrete and tangible conditions or systemic barriers that are contributing to the gaps identified in the previous section. The application demonstrates ownership over these conditions or barriers (ex. solutions to barriers are presented) |
| 4(e) External conditions The application list factors that the school has influence over including, but not limited to laws and regulations, limited human capital pipeline, and community partnerships. It may also include factors that the school can have indirect influence over like poverty, homelessness, incarcerations, employment rate, crime rate, etc | 0 points: The application does not list conditions that are external in nature | 1 point: The application list conditions that are external in nature but do not address the needs of the community | 2 points: The application list several factors that the school has influence over including, but not limited to laws and regulations, limited human capital pipeline, and community partnerships. It does not include factors that the school can have an indirect influence over like poverty, homelessness, incarcerations, employment rate, crime rate, etc | 3 points: The application list several factors that the school has influence over including, but not limited to laws and regulations, limited human capital pipeline, and community partnerships. It also may include factors that the school can have an indirect influence over like poverty, homelessness, incarcerations, employment rate, crime rate, etc |
| 4(f) How do we get to our desired destination? The application articulates concrete steps that can be taken to address the systemic barriers and conditions that inhibit student success. | 0 points: The application fails to provide a plan or provides a plan that is completely disconnected from the problem or systemic barriers that have been identified. | 1 point: The application outlines a plan to improve student success but fails to address the systemic barriers that were identified in the previous section | 2 points: The application demonstrates some ownership and agency in relation to addressing and eliminating the gaps and barriers that inhibit student achievement. Proposed solutions tend to focus on programmatic issues rather than a systemic approach to improving educational opportunities for students | 3 points: The application demonstrates clear ownership and agency in relation to addressing and eliminating the gaps and barriers that inhibit student achievement. Proposed solutions go beyond programmatic solutions and reflect a systems approach to improving educational opportunity for students. |
| 4(g) CSI/TSI status The application clearly states their status. The application also has clear, tangible goals for targeting the reason behind their CSI/TSI status. | 0 points: The application states their CSI/TSI status but do not include tangible goals for targeting the reason behind their CSI/TSI status | 1 point: The application states their CSI/TSI status and includes goals but they are not tangible or targeting the reason behind their CSI/TSI status | 2 points: The application states their CSI/TSI status and provides tangible goals but they are not clearly aligned for targeting the reason behind their CSI/TSI status | 3 points: The application clearly states their status. The application also has clear, tangible goals for targeting the reason behind their CSI/TSI status. |
| 4(h) Transformation The application clearly explains how having additional school improvement funds through this grant will transform the student experience and achieve the vision for students. | 0 points: The application does not state how school improvement funds will transform the student experience and achieve the vision for students. | 1 point: The application explains how having additional school improvement funds will help the school but does not specify how they will transform the student experience and achieve the vision for students. | 2 points: The application vaguely explains how having additional school improvement funds through this grant will transform the student experience or achieve the vision for students. | 3 points: The application clearly explains how having additional school improvement funds through this grant will transform the student experience and achieve the vision for students. |
| 5. Planning Benchmarks The application identifies concrete and rigorous planning benchmarks that are aligned with its goals, and academic and community needs. | 0 points: The application fails to provide planning benchmarks or provides benchmarks that are completely disconnected with its stated goals and needs. | 1 point: The application identifies one or more benchmarks but it is unclear how they align to the stated needs | 2 points: The application identifies one or more benchmarks that align with the stated goals and needs. The description explains how the benchmarks will serve as the core of the implementation plan but fails to explain how the benchmarks will transform the current student educational experience. | 3 points: The application identifies one or more benchmarks that align with the stated goals and needs of the school. The description explicitly explains how the selected planning benchmarks will transform the educational experience for students to better align to their needs. |

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| 6. Expert Partner The application provides a clear justification for selecting or not selecting an expert partner that fully addresses the capacity of the ETT and school officials to address the conditions identified in previous sections. | 0 points: The application fails to identify an expert partner or the ETT members. | 1 point: The application identifies an expert partner to support the work but does not provide any justification or rationale for the selection; or the application identifies ETT members but fails to provide any justification or explanation of the expertise the team possesses related to leading a school transformation. | 2 points: The application includes a justification for selecting the expert partner that lacks rigor and as a result is unclear if the expert partner has a strong track-record of success doing similar work; or the application outlines the capacity and expertise of the ETT but does not explicitly connect that expertise to the knowledge and skills needed to lead school transformation. | 3 points: The application includes a strategic approach to evaluating expert partners aligned to rigorous expectations and identifies an expert partner with a track-record of success leading similar school transformation work; or clearly articulates how the capacity and expertise of the ETT is sufficient to lead the transformation without the support of an expert partner. |
| 7(a) Intervention Priority The applicant has selected an intervention priority | 0 points: The applicant fails to select an intervention priority | | 1 point: The application selects an intervention priority | |
| 7(b) Intervention Priority Explanation The application clearly explains why this intervention priority will result in significant changes to the student educational experience and aligns | 0 points: The application does not explain why this intervention priority will result in significant changes to the student educational experience. | 1 point: The application explains why this intervention priority will result in significant changes to the student educational experience but the priority does not align with the vision for transformation | 2 points: The application vaguely explains why this intervention priority will result in significant changes to the student educational experience and aligns with the vision for transformation | 3 points: The application clearly explains why this priority will result in significant changes to the student educational experience and aligns with the vision for transformation |
| 8(a) Intervention Model The applicant describes how the selected intervention model will allow the team to establish the necessary operational conditions to successfully design and implement a plan | 0 points: The application identifies an intervention model but fails to describe how the selected intervention model will allow the team to establish the necessary operational conditions to successfully design and implement a plan | 1 point: The application identifies an intervention model, but describes in limited detail how the selected intervention model will allow the team to establish the necessary operational conditions to successfully design and implement a plan | 2 points: The applicant thoroughly describes how the selected intervention model will allow the team to establish the necessary operational conditions to successfully design and implement a plan | |
| 8(b) Success due to intervention The application explains how the selected model will enhance the intervention and/or increase the likelihood for success. | 0 point: The application does not explain how the selected model will enhance the intervention and/or increase the likelihood for success. | 1 point: The application vaguely explains how the selected model will enhance the intervention and/or increase the likelihood for success. | 2 points: The application explains how the selected model will enhance the intervention or increase the likelihood for success. | 3 points: The application explains how the selected model will enhance the intervention and increase the likelihood for success. |
| 9(a) Budget explanation The application provides a high-level description of how funding will be utilized during the planning year. | 0 points: The budget description fails to provide even a general explanation for how school improvement resources will be used to support the planning phase. | | 2 points: The budget generally explain how school improvement resources will be used to support the planning year. | |
| 9(b) Budget The application includes a budget with allowable expenses. | 0 points: The application does not include a budget description and/or a completed budget template | | 2 points: The application provides a budget description and completed budget template. | |
| Total Points: 61 | | | | |