

Louisiana Department of Education  
 FY14 1003(g) School Improvement Grants  
 LEA Application Rubric

BASE SCORE	IF APPLICABLE SCORE	TOTAL SCORE	Points	If Applicable Standards
<b>0</b>	<b>0</b>	<b>0</b>	0	4) Evidence Based Strategies (Part 2)
			0	5) External Providers
			0	6) Planning/Pre-Implementation
			0	10) Accountability
			0	15) Rural Education Assistance Program
			0	16) Whole School Reform Model
			0	17) Restart

LEA/CMO: \_\_\_\_\_ [Name of LEA/CMO]  
 School: \_\_\_\_\_ [Name of School]  
 Reviewer: \_\_\_\_\_  
 Date Reviewed: \_\_\_\_\_

**SECTION 1: SCHOOL NEEDS**

**1) Needs Analysis**

The LEA has analyzed the needs of each Tier I and Tier II school, or each priority and focus school, as applicable, identified in the LEA's application and has selected an intervention for each school that is designed to meet the specific needs of the school, based on the needs analysis.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
A needs analysis was not conducted for the school in the LEA application.	The LEA conducted a general needs analysis that identifies school needs, but does not relate these needs to deficiencies in student achievement.	The LEA conducted a general needs analysis that evaluates deficiencies in student achievement to identify clear needs but does not explain how addressing the identified needs will result in increased student achievement.	The LEA conducted a rigorous needs analysis that evaluates deficiencies in student achievement to identify clear needs and implies a general connection between how addressing the identified needs will result in increased student achievement.	The LEA conducted a rigorous needs analysis that evaluates deficiencies in student achievement to identify clear needs and describes a clear, logical connection between how addressing the identified needs will result in increased student achievement.	<b>0</b>	
A needs analysis was not conducted for the school in the LEA application.	The needs analysis identifies general underlying key factors that contribute to the school's identified needs.	The needs analysis identifies specific underlying key factors that contribute to the school's identified needs and implies a general connection for how the key factors contribute to the school's identified needs.	The needs analysis identifies specific underlying key factors that contribute to the school's identified needs and describes a clear, logical connection for how the key factors contribute to the school's identified needs but does not use specific evidence to substantiate the connection.	The needs analysis identifies specific underlying key factors that contribute to the school's identified needs and uses specific evidence to substantiate a clear, logical connection for how the key factors contribute to the school's identified needs.	<b>0</b>	
A needs analysis was not conducted for the school in the LEA application.	The LEA implies a connection between the intervention model and the needs analysis but does not provide a general process or rationale for how the LEA used the needs analysis to inform the selection of the identified intervention model.	The LEA describes a general process or rationale but not both, for how the LEA used the needs analysis to inform selection of the identified intervention model.	The LEA describes a clear process or rationale, but not both, for how the LEA used the needs analysis to inform selection of the identified intervention model.	The LEA describes a clear process and rationale for how the LEA used the needs analysis to inform selection of the identified intervention model.	<b>0</b>	
A needs analysis was not conducted for the school in the LEA application.	The LEA generally describes how the selected interventions will address the identified needs.	The LEA generally describes how the selected interventions will address both the identified needs and underlying key factors.	The LEA clearly describes how the selected interventions will be part of a comprehensive approach that addresses both the identified needs and underlying key factors.	The LEA clearly describes, using specific evidence, how the selected interventions will be part of a comprehensive approach that addresses both the identified needs and underlying key factors.	<b>0</b>	

## 2) Family and Community Input

The needs analysis, among other things, analyzes the school improvement needs identified by families and the community, and takes into consideration family and community input in selecting the intervention for each school.						
0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The needs assessment did not identify the needs of families and the community <u>or</u> did not consider family and community input in selecting the intervention model.	The needs assessment did not clearly identify the needs of families and the community <u>or</u> did not adequately consider family and community input in selecting the intervention model.	The needs assessment weakly identified the needs of families and the community <u>or</u> provided little evidence that family and community input was considered in selecting the intervention model.	The needs assessment generally identified the needs of families and the community <u>or</u> provided limited evidence that family and community input was considered in selecting the intervention model.	The needs assessment clearly identified the needs of families and the community <u>and</u> provided specific evidence that family and community input was considered in selecting the intervention model.	<b>0</b>	

## SECTION 2: INTERVENTION DESIGN

### 3) SIG Requirements

The LEA has designed and will implement interventions consistent with the SIG requirements.						
0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The interventions do not meet a significant majority of the SIG requirements.	The interventions generally align with the needs analysis or SIG requirements, but not both.	The interventions generally align with both the needs analysis and SIG requirements.	The interventions predominantly align with both the needs analysis and SIG requirements.	The interventions directly align with both the needs analysis and SIG requirements.	<b>0</b>	
The LEA does not include a plan for implementing the selected interventions.	The LEA describes a general plan for implementing the selected interventions but does not identify roles and responsibilities for implementing the interventions.	The LEA describes a general plan for implementing the selected interventions that includes defined roles and responsibilities for implementing the interventions but the implementation plan does not clearly align with the identified timeline.	The LEA describes a general plan for implementing the selected interventions that includes defined roles and responsibilities for implementing the interventions and aligns with the identified timeline.	The LEA describes a cohesive, detailed plan for implementing the selected interventions that includes clearly defined roles and responsibilities for implementing the interventions and aligns with the identified timeline.	<b>0</b>	
The LEA does not address how the identified interventions will result in the school meeting the identified performance goals.	The LEA describes a general connection between how successful implementation of the identified interventions will result in the school meeting the majority of the identified performance goals.	The LEA describes a logical connection between how successful implementation of the identified interventions will result in the school meeting the majority of the identified performance goals but does not include specific evidence.	The LEA describes a logical connection, using specific evidence, between how successful implementation of the identified interventions will result in the school meeting the majority of the identified performance goals.	The LEA describes a logical connection, using specific evidence, between how successful implementation of the identified interventions will result in the school meeting each identified performance goal.	<b>0</b>	

### 4) Evidence-Based Strategies (Part 1 - Applies to All Applications)

The LEA has demonstrated how, to the extent practicable, in accordance with its selected SIG intervention model, it will implement one or more evidence-based strategies.						
0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The application does not identify specific evidence-based strategies.	The application identifies one or more specific evidence-based strategies but does not clearly show how the strategies will support the intervention model.	The application generally describes how one or more specific evidence-based strategies will be used to support the intervention model.	The application provides a detailed plan for using one or more specific evidence-based strategies to support the intervention model.	The application provides a detailed plan for using one or more specific evidence-based strategies to support the intervention model and at least one of the evidence-based strategies incorporates curriculum development that aligns with the State's academic standards.	<b>0</b>	

**4) Evidence-Based Strategies (Part 2 - If Applicable - Priority Schools Only)**

The LEA has demonstrated how, to the extent practicable, in accordance with its selected SIG intervention model, it will implement one or more evidence-based strategies.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The LEA is not a priority school or the application does not identify specific evidence-based strategies.	N/A	N/A	N/A	At least one evidence based-strategy aligns with one of the State's pre-identified priority areas of Early Childhood Education or Career and Technical Education.	<b>0</b>	

**5) External Providers (If Applicable)**

The LEA has demonstrated how it has, or will, recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The application does not address this option or the LEA does not describe how it selected the external provider.	The LEA describes a general process for recruiting, screening and selecting external provider, with no indicated evaluation criteria.	The LEA describes both a specific process and general evaluation criteria for recruiting, screening and selecting external provider, with no criterion related to student achievement.	The LEA describes both a specific process and general evaluation criteria related to student achievement for recruiting, screening and selecting external providers.	The LEA describes both a specific process and specific, relevant evaluation criteria related to student achievement for recruiting, screening and selecting external providers.	<b>0</b>	
The application does not address this option because an external provider has not yet been selected or the application does not indicate how the external provider has a track record of successfully providing services that align with the identified interventions.	N/A	The LEA provides general evidence that the selected external provider has a track record of successfully providing services that align with the identified interventions.	N/A	The LEA provides specific quantitative evidence that the selected external provider has a track record of successfully providing services that align with the identified interventions.	<b>0</b>	

**6) Planning/Pre-Implementation (If Applicable)**

(For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school) The LEA has described planning and other pre-implementation activities, provided a timeline for implementing those activities, and described how those activities will lead to successful implementation of the selected intervention.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The application does not address this option.	The application includes little evidence of planning and other pre-implementation activities, a basic or inadequate timeline for implementing those activities, and little information about how those activities will lead to successful implementation of the selected intervention.	The application includes some planning and other pre-implementation activities, a basic timeline for implementing those activities, and some information about how those activities will lead to successful implementation of the selected intervention.	The application includes a general description of planning and other pre-implementation activities, a general timeline for implementing those activities, and general information about how those activities will lead to successful implementation of the selected intervention.	The application clearly describes specific planning and other pre-implementation activities, provides a specific timeline for implementing those activities, and clearly describes how those activities will lead to successful implementation of the selected intervention.	<b>0</b>	

**7) Family and Community Engagement**

The LEA has demonstrated how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The application does not discuss how the LEA will engage families and the community.	The application provides a weak explanation of how the LEA will engage families and the community.	The application provides a general plan for engaging families and the community.	The application provides a specific plan for meaningfully engaging families and the community.	The application provides a specific plan for meaningfully engaging families and the community on an ongoing basis.	<b>0</b>	

**SECTION 3: GOALS**

**8) Monitoring**

Describe how the LEA will monitor each Tier I and Tier II school, or each priority and focus school, that receives school improvement funds,

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The LDEA does not identify annual student achievement goals and annual goals to measure the progress of the selected interventions.	The LEA identifies annual student achievement goals and general annual goals that measure the progress of the selected interventions on an annual basis but does not describe how meeting each of the intervention's annual goals will result in attaining the annual student achievement goals.	The LEA identifies annual student achievement goals and general annual goals that measure the progress of the selected interventions on an annual basis and generally describes a connection between how meeting each of the intervention's annual goals will result in attaining the annual student achievement goals.	The LEA identifies annual student achievement goals and clear, measurable and relative annual goals that measures the progress of the selected interventions on an annual basis and generally describes a connection between how meeting each of the intervention's annual goals will result in attaining the annual student achievement goals.	The LEA identifies annual student achievement goals and clear, measurable and relative annual goals that measures the progress of the selected interventions on an annual basis and clearly describes a logical connection between how meeting each of the intervention's annual goals will result in attaining the annual student achievement goals.	0	
The LEA does not describe a process for how the LEA will measure the progress for annual student achievement goals, annual intervention goals and leading indicators.	The LEA describes a general process for how it will measure progress on annual student achievement goals, annual intervention goals, and leading indicators.	The LEA describes a general process for how it will measure progress on annual student achievement goals, annual intervention goals and leading indicators and a general process for making adjustments to the selected interventions if the school is not on track to meet its goals.	The LEA describes a detailed, process for how it will measure progress on annual student achievement goals, annual intervention goals and leading indicators and a general process for making adjustments to the selected interventions if the school is not on track to meet its goals.	The LEA describes a detailed, systematic process for how it will measure progress on annual student achievement goals, annual intervention goals and leading indicators and a systematic process for making adjustments to the selected interventions if the school is not on track to meet its goals.	0	

**9) Oversight and Support**

The LEA has demonstrated how it will provide effective oversight and support for implementation of the selected intervention for each school that it proposes to serve, such as by creating an LEA turnaround office.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The application does not discuss how the LEA will provide oversight and support.	The application provides a weak explanation of how the LEA will provide oversight and support.	The application provides a general explanation of how the LEA will provide an effective level of oversight and support.	The application provides a detailed explanation of how the LEA will provide an effective level of oversight and strong support.	The application provides a detailed explanation of how the LEA will provide an effective level of oversight and strong support that will help develop long-term capacity to sustain the reform initiatives.	0	

<b>10) Accountability (If Applicable)</b>						
<b>(If applicable) The LEA has described how it will hold the charter school operator, CMO, EMO or other external provider accountable for meeting grant requirements.</b>						
<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>Score:</b>	<b>Reviewer Comments:</b>
The application does not address this option or does not include criteria for which the LEA will hold the charter school operator, CMO, EMO, or other external provider accountable.	The LEA describes weak criteria for which the LEA will hold the charter school operator, CMO, EMO, or other external provider accountable.	The LEA describes general criteria for which the LEA will hold the charter school operator, CMO, EMO, or other external provider accountable.	The LEA describes specific criteria related to student outcomes for which the LEA will hold the charter school operator, CMO, EMO, or other external provider accountable.	The LEA describes specific, rigorous criteria related to student outcomes for which the LEA will hold the charter school operator, CMO, EMO, or other external provider accountable.	<b>0</b>	
The application does not address this option or does not describe systems and structures the LEA will use to measure a school operator, CMO, EMO, or the external service provider's performance.	The LEA describes vague systems and structures the LEA will use to measure a school operator, CMO, EMO, or the external service provider's performance.	The LEA describes general systems and structures that measure a school operator, CMO, EMO, or the external service provider's performance against the identified criteria and that result in actions that address performance deficiencies.	The LEA describes general systems and structures that measure a school operator, CMO, EMO, or the external service provider's performance against the identified criteria, identifies key factors in performance deficiencies and that result in actions that address performance deficiencies.	The LEA describes clear systems and structures that measure a school operator, CMO, EMO, or the external service provider's performance against the identified criteria, identifies key factors in performance deficiencies and that result in actions that address performance deficiencies.	<b>0</b>	

**SECTION 4: LEA STRATEGY**

<b>11) Capacity</b>						
<b>The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority and focus school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each school.</b>						
<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>Score:</b>	<b>Reviewer Comments:</b>
The application does not address how the LEA will have sufficient capacity to implement the selected interventions.	The application vaguely indicates that the LEA has sufficient capacity to implement the selected interventions.	The application generally indicates the LEA has sufficient capacity by identifying staff at both the LEA and school level who will be responsible for implementing the selected interventions but does not adequately describe how their expertise and experiences will enable them to successfully implement the selected interventions.	The application generally indicates the LEA has sufficient capacity by identifying staff at both the LEA and school level who will be responsible for implementing the selected interventions and generally describes how their expertise and experiences will enable them to successfully implement the selected interventions.	The application clearly indicates the LEA has sufficient capacity by identifying staff at both the LEA and school level who will be responsible for implementing the selected interventions and provides specific evidence of how their expertise and experiences will enable them to successfully implement the selected interventions.	<b>0</b>	
The application does not explain how the LEA will leverage its internal capacity or school improvement funds to provide adequate resources to implement the selected interventions.	The application vaguely explains how the LEA will leverage its internal capacity or school improvement funds to provide adequate resources to implement the selected interventions.	The application generally explains how the LEA will leverage both its internal capacity and school improvement funds to provide adequate resources and related support in order to generally implement the selected interventions.	The application clearly explains how the LEA will leverage both its internal capacity and school improvement funds to provide adequate resources and related support in order to generally implement the selected interventions.	The application clearly explains how the LEA will leverage both its internal capacity and school improvement funds to provide adequate resources and related support in order to implement fully and effectively the selected interventions.	<b>0</b>	

**12) Resource Alignment**

The LEA has demonstrated how it will align other resources with the selected intervention.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The application does not address the use of other resources to support the intervention.	The application vaguely indicates that the LEA will align other resources to support the implementation of the selected intervention.	The application provides a general strategy for aligning additional specific resources and generally describes how these additional resources will support the implementation of the selected intervention.	The application provides a comprehensive strategy for aligning additional specific resources and generally describes how these additional resources will support the implementation of the selected intervention.	The application provides a comprehensive strategy for aligning additional specific resources and clearly describes how these additional resources will support the implementation of the selected intervention.	<b>0</b>	

**13) Practices and Policies**

The LEA has demonstrated how it will modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The application does not address how it will modify its practices or policies.	The application provides general information on how the LEA plans to modify its practices or policies.	The application provides general information on how the LEA plans to modify its practices or policies, specifically to enable it to implement some aspects of the selected intervention.	The application provides general information on how the LEA plans to modify its practices or policies, specifically to enable it to implement the selected intervention fully and effectively.	The application provides detailed information on how the LEA plans to modify its practices or policies, specifically to enable it to implement the selected intervention fully and effectively or the LEA describes how the school already has autonomy over staffing, curriculum and budget decisions.	<b>0</b>	

**14) Sustainability**

The LEA has described how it will sustain the reforms after the funding period ends.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The application does not describe how the LEA will sustain the reforms.	The application has a limited description of how the LEA will sustain the reforms.	The application has a general description of how the LEA will sustain the reforms.	The application has a detailed plan for sustaining the reforms and identifies how resources will be aligned to support the plan.	The application has a detailed plan for sustaining the reforms, including how resources will be aligned to support the plan, and includes specific evidence of how family and/or community stakeholders will help sustain the reforms.	<b>0</b>	

**SECTION 5: MODEL SPECIFIC QUESTIONS (IF APPLICABLE)****15) Rural Education Assistance Program (If Applicable)**

For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that proposes to modify one element of the turnaround or transformation model, the LEA has described how it will meet the intent and purpose of that element.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The application does not address this option.	The application provides a general description of how it proposes to modify an element of the turnaround or transformation model.	The application provides a detailed description of how it proposes to modify an element of the turnaround or transformation model and provides general information on how it plans to meet the intent and purpose of the element.	The application provides a detailed description of how it proposes to modify an element of the turnaround or transformation model and provides specific information on how it plans to meet the intent and purpose of the element.	The application provides a detailed description of how it proposes to modify an element of the turnaround or transformation model, provides specific information on how it plans to meet the intent and purpose of the element and describes how progress will be monitored and evaluated.	<b>0</b>	

**16) Whole School Reform Model (If Applicable)**

An LEA that proposes to use SIG funds to implement, in partnership with a whole school reform model developer, an evidence-based, whole-school reform model in a school, must demonstrate that (a) the evidence supporting the model includes a sample population or setting similar to that of the school to be served; and (b) it has partnered with a whole school reform model developer that meets the definition of "whole school reform model developer" in the SIG requirements.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The application does not address this option.	a) Some evidence is provided but it does not meet the requirement; and, b) A partner has been identified but it does not meet the requirement.	a) Some evidence is provided that meets the requirement; and, b) A partner has been identified that meets the requirement.	a) Clear evidence is provided that meets the requirement; and, b) A specific partner has been identified that meets the requirement.	a) Clear evidence is provided that meets the requirement and demonstrates support for whole school reform efforts; and, b) A specific partner has been identified that meets the requirement and demonstrates long-term commitment to whole-school reform efforts.	<b>0</b>	

**17) Restart (If Applicable - REQUIRED only of LEAs selecting the Restart Model)**

For an LEA that proposes to use SIG funds to implement the restart model in an eligible school, the LEA has demonstrated that it will conduct a rigorous review process, as described in the final requirements, of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school.

0 points	1 point	2 points	3 points	4 points	Score:	Reviewer Comments:
The application does not address this option.	A general review process is described.	A detailed review process is described.	A rigorous review process is described.	A rigorous review process is described that includes specific details on student achievement expectations and accountability.	<b>0</b>	

Reviewer Comments:

Overall Weaknesses of Application

Reviewer Comments:

Overall Strengths of Application

Recommendation:

LEA/CMO: [Name of LEA/CMO]

School: [Name of School]