

LEA: _____

LEA Self-assessment Rubric for SIG

It is recommended that LEAs use this tool to self-evaluate their SIG proposals prior to submitting the application to the Delaware Department of Education (DDOE). Applications that score “Weak” under any component will *likely* not be approved by the DDOE.

All applications must be substantially approvable at the time of first submission in order to be considered for approval. In order for an application to be considered substantially approvable it must be

- Complete – all sections of the grant must be completed
- Compliant –
 - Meet or exceed ESEA Title I, Part A, §1003(g) program element requirements as described in this rubric
 - Meet or exceed all ESEA cost principles, and state laws, and federal and state fiscal regulatory requirements
 - Meet all supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)

Only applications that require *minor* revisions to show full compliance will be considered eligible for the application revision process.

Section 1 – Abstract and LEA Success Plan - Also See Model-specific Criteria

Evidence that the LEA has determined school(s)'s needs and developed a comprehensive and cohesive plan for improving outcomes in selected schools

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Abstract	The Abstract does not include all required elements.	The Abstract includes all required elements.	The Abstract is brief, yet clear, and includes all required elements.	
Mission Statement	The LEA mission is not included.	The LEA mission is included.		
Vision Statement	The LEA vision is not included.	The LEA vision is included.		
Academic Needs Assessment	The Needs Assessment does not address all academic areas or subpopulations in which the school is underperforming or showing regression.	The Needs Assessment addresses all academic areas or subpopulations in which the school is underperforming or showing regression.	The Needs Assessment is comprehensive, addresses all academic areas or subpopulations in which the school is underperforming or showing regression and addresses underlying conditions and causes for academic performance issues.	
Other Non-Academic Needs Assessment(s)	Non-Academic Needs and associated data are not linked to conditions that impact student achievement.	Non-Academic Needs and associated data are generally linked to conditions that impact student achievement.	Non-Academic Needs and associated data are clearly and logically linked to conditions that impact student achievement.	
Intervention Model Selection	The selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment.	The selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment.	The selected model(s) fully addresses the needs identified in the school(s)'s needs assessment.	
Goals	The goals are generic and do not address intervention models chosen.	There is a goal for each intervention model chosen.	The goals specifically address which intervention model will be implemented at which school(s) and there is a separate goal for each intervention model chosen	

Section 1 – Abstract and LEA Success Plan

LEA: _____

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Objectives	The objectives are not directly related to the goal, the selected intervention, or the school(s)'s needs.	The objectives are related to the goal, selected intervention and the school(s)'s needs.	The objectives are directly related to the goal and selected intervention and clearly address each school(s)'s needs.	
Measures	There are no formative and summative measures included in the plan.	There are formative and summative measures related to all academic areas or subpopulations in which the school is underperforming or showing regression.	There are meaningful formative and summative measures representing progress in all academic areas or subpopulations in which the school is underperforming or showing regression.	
Annual Targets	Annual targets are missing for some measures.	Annual targets are related to each measure and annual targets are realistic.	Annual targets are related to each measure, are realistic, and are set to ensure the school meets AYP in a reasonable timeframe.	
Strategies	Strategies are vague or haphazard or are not aligned with school(s)'s needs, goal(s), and objectives.	Strategies are broadly described and address identified school(s)'s needs, goal(s), and objectives.	Strategies are specific and detailed, scientifically research-based, and address identified school(s)'s needs, goal(s), and objectives.	
Ability to Meet Deadlines	The plan will not meet implementation deadlines as required by SIG.	The plan will meet implementation deadlines as required by SIG.	The plan will meet implementation deadlines as required by SIG and includes aggressive implementation timelines.	

Section 2 – General information

LEA: _____

Section 2 – General information

Evidence that LEA has provided required grant information

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Team Members	The team does not include all required stakeholders.	All of the required representative stakeholders are included on the team.		
Program Selection	A program is not selected.	A program is selected.		
Coordinator	The LEA Program Coordinator is not identified.	The LEA Program Coordinator is identified.	The LEA Program Coordinator is identified and in place.	
Allocations	The Allocation(s) is not within allowable range.	The Allocation(s) is within allowable range.		

Section 3 – Schools to be served

LEA: _____

Section 3 – Schools to be served

Evidence that the LEA has met requirements for selecting eligible schools

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Schools Selection	The LEA has not identified at least one Tier I or Tier II school for participation (if LEA has Tier I or Tier II eligible schools).	The LEA has identified at least one Tier I or Tier II school for participation (if LEA has Tier I or Tier II eligible schools).	The LEA has identified at least one Tier I or Tier II school(s) for participation (if LEA has Tier I or Tier II eligible schools) and has chosen which schools will participate in alignment with LEA-wide priorities and state Partnership Zone identification (if the LEA has any school identified for PZ).	
School Tiers	The LEA has not identified the proper Tier for each school.	The LEA has identified the proper Tier for each school.		
Intervention Selection	The LEA has not selected an intervention model for each school.	The LEA has selected an intervention model for each school.		
Transformation Model Selection	The LEA has chosen to implement the transformation model in more than 50% of its schools (if LEA has 9 or more schools identified in Tiers I, II, and III).	The LEA has chosen to implement the transformation model in no more than 50% of its schools (if LEA has 9 or more schools identified in Tiers I, II, and III)		
Allocations Delineated by Year	Allocations for each school are not delineated by year OR the majority of funds are not allocated for use during the first year.	Allocations for each school are delineated by year and the majority of funds are allocated to the first year.		

Section 4 – Descriptive Information

LEA: _____

Section 4 – Descriptive Information – Also See Model-specific Criteria

Evidence that the LEA has reflected on its history and current capacity constraints, and that this application is based on effective use of new resources

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Partnership Zone Schools	Partnership Zone schools are not identified.	Partnership Zone schools are identified		
LEA Capacity	LEA activities are not defined.	LEA activities to support the school(s) are described.	LEA activities to support the needs of the school(s) are clearly and specifically described.	
LEA Staff Capacity	The LEA has not identified LEA-level staff members and their expertise/role in supporting each school.	The LEA has identified LEA-level staff members and their expertise/role in supporting each school.	The LEA has identified LEA-level staff members and their expertise/role in supporting each school; staff expertise is clearly aligned with school needs and each person’s role is likely to promote successful implementation of the grant.	
LEA Lack of Capacity	The LEA has not provided a rationale for selecting the schools they will and will not serve.	The LEA has provided a clear and logical rationale for selecting the schools they will and will not serve, including staffing, fiscal, and other resource limitations.	The LEA has provided a clear and logical rationale for selecting the schools they will and will not serve, including staffing, fiscal, and other resource limitations and provides evidence to support all claims.	
Rationale for Model Selection	The rationale for model selection is unclear or is not logical.	The rationale for model selection is logical.	The rationale for model selection is detailed, strong, and directly links the model to the needs assessment.	
All Model Components	The LEA has not provided sufficient evidence that all components of the model will be implemented.	The LEA has provided confirmation that all components of the model will be implemented.	The LEA has provided clear and detailed evidence that all components of the model will be implemented.	
External Providers – Selection Process	The process for selecting external providers is not clearly defined.	The process for selecting external providers is adequate.	The process for selecting external providers is comprehensive and well defined.	

Section 4 – Descriptive Information

LEA: _____

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
External Provider Responsibilities	The responsibilities of the external provider are minimally defined and aligned.	The responsibilities of the external provider and the LEA are broadly defined and aligned.	The responsibilities of the external provider and the LEA are clearly defined and aligned.	
External Providers Researched	Available providers have not been researched.	Available providers have been researched.	Available providers have been thoroughly researched.	
External Provider Track Record	The process used to identify the provider does not address a proven track record of success.	The process used to identify the provider generally identifies whether or not the provider has a proven track record of success.	The process used to identify the provider identifies whether or not the provider has a proven track record of success in working with similar schools and/or student populations.	
External Provider Accountability	The LEA has not indicated that it will hold the external provider accountable to high performance standards.	The LEA has indicated that it will hold the external provider accountable to high performance standards.	The LEA has specifically planned how it will hold the external provider accountable to high performance standards.	
External Provider Capacity	The capacity of the external provider to service the identified school has not been addressed, or has been minimally addressed.	The capacity of the external provider to serve the identified school has been investigated.	The capacity of the external provider to serve the identified school has been clearly demonstrated.	
Other Resources	Additional resources are not identified.	Adequate resources are dedicated to the model implementation.	Significant resources are dedicated to the model implementation.	
Review of LEA Policies and Practices	No description of LEA policies and practices is included.	The description of LEA policies and practices is adequate.	An in-depth analysis of LEA policies and practices was conducted.	
Changes to LEA Policies and Practices	Inappropriate or a small number of LEA policies and practices will be altered.	Limited LEA policies and practices will be altered.	Multiple LEA policies and practices will be altered to ensure full intervention implementation.	

Section 4 – Descriptive Information

LEA: _____

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Flexibility for Hiring, Retaining or Transferring Staff	Very limited or no flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.	Flexibility has been provided for hiring, retaining and/or transferring staff to facilitate the selected model.	Broad flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.	
Sustain the Reforms After the Funding Period Ends	The plan for sustainability is inadequate and unrealistic.	The plan for sustainability includes basic information about sustainability and future support by the LEA.	The plan for sustainability is clear, realistic, and provides detailed information about sustainability and future support by the LEA.	
Services for Tier III Schools	LEA activities for Tier III schools are not defined.	LEA activities for Tier III schools support the school(s).	LEA activities for Tier III schools are clearly defined and specifically support the needs of the school.	
Stakeholder Consultation	Collaborative decisions are not evident.	Description of the collaborative decision making process includes input from all required stakeholders.	Description of the collaborative decision making process is clear and specific; there is evidence of broad stakeholder representation and participation in decision making.	

Section 5.0 Budget

LEA: _____

Section 5.0 Budget

The budget must clearly indicate how these funds will be appropriately used to support the project. The budget should demonstrate clear connections to the projects activities and how the district will use the funds over the grant period to fully implement the intervention model.

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Alignment with Plan	Grant funds are not aligned or clearly tied to Success Plan goal(s), objectives, and strategies.	Grant funds are tied to the Success Plan goal(s), objectives, and strategies.	Grant funds are clear and well defined and directly support the Success Plan goal(s), objectives, and strategies.	
Necessary and Reasonable	Budgeted items seem excessive or unnecessary to carry out the Success Plan goal(s), objectives, and strategies.	Budgeted items are aligned with plan components and will likely aid successful plan implementation.	Budgeted items are clearly and logically aligned with plan components, and are clearly necessary and reasonable for successful plan implementation.	
Travel Expenses	Travel expenses cannot be linked to the program.	Travel expenses are related to the program.	Travel expenses are directly linked to the program and clearly part of broader high quality professional development initiative.	
Timely Expenditures	Budgeted items cannot be fully expended during the grant period, OR the majority of funds will not be expended during year one of the grant period.	Budgeted items can be fully expended during the grant period, with the majority of funds to be expended during year one of the grant period.		
Scope and Amount	The budget does not fully support all required components of the intervention model(s) selected.	Budgeted items support all required components of the intervention model(s) selected.	Budgeted items are of sufficient scope and amount to ensure strategy success and full intervention model implementation. (Example: Strategy in plan is to require all ELA teachers to participate in high quality professional development. Budgeted items must clearly show that there are sufficient funds to support all ELA teachers' participation.)	

Section 5.0 Budget

LEA: _____

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Integration with other funding sources	Other state, local and federal funds supporting grant activities are not specified.	Other state, local and federal funds supporting grant activities are specified.	Other state, local and federal funds clearly and logically support the plan.	
Allowable expenditures	Budgeted items are not allowable.	All budgeted items are allowable under ESEA cost principles and state law and regulation.		
Supplement, not supplant, provisions of ESEA	Budgeted items do not comply with supplement, not supplant, provisions of ESEA.	All budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a) (2) (B) and §1120A (b).		

Sections 6 & 7 – Waivers, Certifications of Compliance and Assurances

LEA: _____

Sections 6 & 7 – Waivers, Certifications of Compliance and Assurances

LEA has specified requested waivers

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Waivers	Waivers are not selected, there is no indication this was intentional.	Waivers are selected, and any exceptions for specific schools are noted.		
CSO Certification	The Chief School Officer has not certified compliance OR has not signed the application.	The Chief School Officer has certified compliance and has signed the application.		
CFO Certification	The Chief Finance Officer has not certified compliance OR has not signed the application.	The Chief Finance Officer has certified compliance and has signed the application.		

MODEL-SPECIFIC CRITERIA

EMO/CMO Restart Model

Evidence that all required model components are included in the Success Plan

EMO/CMO Restart CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Research	Success Plan does not indicate that available EMO/CMO’s have not been researched	Success Plan indicates that available EMO/CMO’s have been researched	Success Plan indicates available EMO/CMO’s have been thoroughly researched	
Track Record	Success Plan or other grant components do not include information about the process or criteria for EMO/CMO selection	Success Plan or other grant components describe the process and criteria used to identify whether or not the EMO/CMO has a proven track record of success	Success Plan or other grant components describe the process and criteria used to identify whether or not the provider has a EMO/CMO track record of success in working with similar schools and/or student populations	
Accountability	Success Plan does not indicate that the LEA will hold the external provider accountable to high performance standards	Success Plan indicates that the LEA will hold the external provider accountable to high performance standards	Success Plan includes specific information about how the LEA will hold the external provider accountable to high performance standards	
Capacity	Success Plan or other grant components do not include information about EMO/CMO capacity to service the identified school	Success Plan or other grant components describe EMO/CMO capacity to serve the identified school has been explored and	Success Plan or other grant components clearly demonstrate EMO/CMO capacity to serve the identified school	
BONUS: Collaboration with other LEAs	Success Plan does not address collaboration with other LEAs to reach economies of scale	Success Plan addresses intent to collaborate with other LEAs	Success Plan includes well documented intent to collaborate with other LEAs and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models in order to reach economies of scale	

MODEL-SPECIFIC CRITERIA

School Closure Model

Evidence that all required model components are included in the Success Plan

School Closure CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Student reassignment	Success Plan provides insufficient evidence that students will be enrolled in higher performing schools in the LEA or LEA of residence in case of charter schools	Success Plan provides sufficient evidence that students will be enrolled in higher performing schools in the LEA or LEA of residence in case of charter schools	Success Plan provides a clear and detailed plan for ensuring students will be enrolled in higher performing schools in the LEA or LEA of residence in case of charter schools	
Budget	Budgeted items for LEAs choosing the school closure model are for multiple years or are allocated to unallowable costs	Budgeted items for LEAs choosing the school closure model are only allocated for Year One of the grant period and are only allocated for costs related to school closure		
BONUS: Collaboration with other LEAs	Success Plan does not address collaboration with other LEAs to reach economies of scale	Success Plan addresses intent to collaborate with other LEAs	Success Plan includes well documented intent to collaborate with other LEAs and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models in order to reach economies of scale	

MODEL-SPECIFIC CRITERIA

Transformation Model

Evidence that all required model components are included in the Success Plan

Transformation CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Plan to Replace the Principal	The Success Plan does not describe a process or criteria to replace the principal.	The Success Plan describes a process to replace the principal and criteria for new principal selection.	The Success Plan describes a process to replace the principal and rigorous criteria for new principal selection.	
Evaluation Systems	The Success Plan does not indicate participation in DPAS II-revised.	The Success Plan indicates participation in DPAS II-revised.		
Staff Effectiveness	The Success Plan does not describe staff rewards OR does not indicate how staff will be removed if after receiving ample support and opportunity to improve, have not done so.	The Success Plan includes a strategy(s) to reward staff who are effective and have increased student achievement and to remove those who, after receiving ample support and opportunity to improve, have not done so.	The Success Plan includes a strategy(s) to reward staff who are effective and have increased student achievement and to remove those who, after receiving ample support and opportunity to improve, have not done so. The plan incorporates both strategies in a coherent approach to staffing flexibility and support	

MODEL-SPECIFIC CRITERIA - Transformation Model

LEA: _____

Transformation CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
High Quality Professional Development	The Success plan does not describe professional development, or the plan does not meet the state definition of high quality professional development.	The Success plan describes professional development that meets the state definition of high quality professional development. Professional development is a combination of job-related focused and in-depth, learning, practice, feedback, reflection, and support experiences designed to enhance participant’s perspectives, insights and/or attitudes; and which lead to improved professional practice and student performance.		
Strategies to Recruit, Develop, and Retain Staff	The Success Plan does not describe strategies to implement recruitment, development or retention strategies.	The Success Plan incorporates one or more research-based recruitment, development or retention strategies.	Success Plan demonstrates clear alignment among multiple research-based recruitment, development or retention strategies into an overall human capital strategy, including financial incentives and promotions/growth opportunities.	
Instructional Program	The Success Plan does not describe an instructional program that is research-based, vertically aligned, aligned to state standards, or integrated with DCAS data.	The Success Plan generally describes an instructional program that is research-based, vertically aligned, aligned to state standards, and integrated with DCAS data.	The Success Plan provides a detailed description to ensure the instructional program is research-based, vertically aligned, aligned to state standards, and integrated with DCAS and other data sources.	

MODEL-SPECIFIC CRITERIA - Transformation Model

LEA: _____

Transformation CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Reform Strategies for Instruction	The Success Plan does not describe new instructional and learning supports or the description(s) is vague.	The Success Plan describes <u>new</u> instructional and learning supports for students.	The Success Plan describes multiple <u>new</u> instructional and learning supports for students, and the supports are coherent and aligned with student needs as determined by various data points.	
Operational Flexibility • Staffing • Calendars/time • Budgeting • Other	The Success Plan does not include strategies to grant additional operational flexibility to the principal.	The Success Plan describes strategies to grant additional flexibility(s) to the principal.	The Success Plan describes strategies to grant significant additional flexibility to the principal and clearly demonstrates supporting changes in LEA policy and/or practices.	
Governance (Technical Assistance and Support)	The Success Plan does not describe any <u>new</u> strategies for LEA or other provider supports to the school(s).	The Success Plan describes <u>new</u> strategies for LEA or other provider supports to the school(s).	The Success Plan describes <u>new</u> strategies for LEA or other provider supports to the school(s) and describes capacity to carry out additional supports and accountability.	
Data Driven Instructional Practice	The Success Plan does not describe any new strategies for data driven instructional support.	The Success Plan describes a system that continuously uses student data to inform and differentiate instruction.	The Success Plan describes a system that continuously uses student data to inform and differentiate instruction and systematically evolves as determined by changing student data.	
Increased Learning Time	The Success Plan does not describe learning time increases of at least 5%.	The Success Plan includes 5-10% increases to learning time through adjustments to the school schedule, lengthening of the school year, and/or other methods.	The Success Plan includes dramatic increases to learning time (more than 10%) through multiple methods.	

MODEL-SPECIFIC CRITERIA - Transformation Model

LEA: _____

Transformation CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Connections to Learning <ul style="list-style-type: none"> • Social & Emotional Health • School Climate • Health, nutrition, and Physical Activity 	The Success Plan does not address Connections to Learning domain of continuous improvement.	The Success Plan addresses some elements of Connections to Learning domain of continuous improvement, supports are aligned to needs.	The Success Plan addresses all relevant elements of Connections to Learning domain of continuous improvement, supports are aligned to needs, and resources are integrated into a comprehensive learning support system.	
Parent and Community Involvement	The Success Plan does not include information about <u>new</u> strategies to engage parents and the community.	The Success Plan includes multiple <u>new</u> strategies to engage parents and the community.	The Success Plan describes how multiple <u>new</u> strategies will inform a coherent plan to integrate family and community partners into school improvement efforts.	
BONUS: Collaboration with other LEAs	The Success Plan does not address collaboration with other LEAs to reach economies of scale.	The Success Plan addresses intent to collaborate with other LEAs.	The Success Plan includes well documented intent to collaborate with other LEAs and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models in order to reach economies of scale.	

MODEL-SPECIFIC CRITERIA

Turnaround Model

Evidence that all required model components are included in the Success Plan

Turnaround CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Plan to Replace the Principal	The Success Plan does not describe a process or criteria to replace the principal.	The Success Plan describes a process to replace the principal and criteria for new principal selection.	The Success Plan describes a process to replace the principal and rigorous criteria for new principal selection; The Plan also indicates system for allowing the principal operational flexibility.	
Evaluation Systems	The Success Plan does not indicate participation in DPAS II-revised.	The Success Plan indicates participation in DPAS II-revised.		
Staff Effectiveness	The Success Plan does not describe how staff will be screened for effectiveness.	The Success Plan describes how staff will be screened for effectiveness.	The Success Plan clearly and specifically describes the process and criteria for staff effectiveness screening.	
Rehiring	The Success Plan does not ensure that no more than 50% of staff will be rehired.	The Success Plan describes how the LEA will ensure that no more than 50% of staff will be rehired.	The Success Plan clearly and specifically describes how the LEA will ensure that no more than 50% of staff will be rehired.	
Staff Incentives and Rewards	The Success Plan does not describe staff incentives and rewards.	The Success Plan includes at least one strategy to provide incentives or rewards to effective staff.	The Success Plan includes multiple coordinated strategies to provide incentives and rewards to effective staff.	
Strategies to Recruit, Develop, and Retain Staff	The Success Plan does not describe strategies to implement recruitment, development or retention of teachers.	The Success Plan incorporates one or more research-based recruitment, development or retention strategies.	The Success Plan demonstrates clear alignment among multiple research-based recruitment, development or retention strategies into an overall human capital strategy.	

MODEL-SPECIFIC CRITERIA - Turnaround Model

LEA: _____

Turnaround CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
High Quality Professional Development	The Success Plan does not describe professional development, or the plan does not meet the state definition of high quality professional development.	The Success Plan describes professional development that meets the state definition of high quality professional development Professional development is a combination of job-related focused and in-depth, learning, practice, feedback, reflection, and support experiences designed to enhance participant’s perspectives, insights and/or attitudes; and which lead to improved professional practice and student performance.		
New Governance Structure	The Success Plan does not describe a new LEA governance structure for the school(s).	The Success Plan describes a new LEA governance structure for the school(s).	The Success Plan describes a new LEA governance structure for the school(s) and describes LEA capacity to carry out additional authority and accountability.	
Instructional Program	The Success Plan does not describe an instructional program that is research-based, vertically aligned, aligned to state standards, or integrated with DCAS.	The Success Plan generally describes an instructional program that is research-based, vertically aligned, aligned to state standards, and integrated with DCAS data.	The Success Plan provides a detailed description to ensure the instructional program is research-based, vertically aligned, aligned to state standards, and integrated with DCAS and other data sources. The Success Plan provides a detailed description to ensure the instructional program is research-based, vertically aligned, aligned to state standards, or integrated with DCAS	

MODEL-SPECIFIC CRITERIA - Turnaround Model

LEA: _____

Turnaround CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Increased Learning Time	The Success Plan does not describe learning time increases of at least 5%.	The Success Plan includes 5-10% increases to learning time through adjustments to the school schedule, lengthening of the school year, and/or other methods.	The Success Plan includes dramatic increases to learning time (more than 10%) through multiple methods.	
Data Driven Instructional Practice	The success Plan does not describe any new strategies for data driven instructional support.	The Success Plan describes a system that continuously uses student data to inform and differentiate instruction.	The Success Plan describes a system that continuously uses student data to inform and differentiate instruction and systematically evolves as determined by changing student data.	
Connections to Learning <ul style="list-style-type: none"> • Social & Emotional Health • School Climate • Health, nutrition, and Physical Activity 	The Success Plan does not address Connections to Learning domain of continuous improvement.	The Success Plan addresses some elements of Connections to Learning domain of continuous improvement, supports are aligned to needs.	The Success Plan addresses all relevant elements of Connections to Learning domain of continuous improvement, supports are aligned to needs, and resources are integrated into a comprehensive learning support system.	
Parent and Community Involvement	The Success Plan does not include information about <u>new</u> strategies to engage parents and the community.	The Success Plan includes multiple <u>new</u> strategies to engage parents and the community.	The Success Plan describes how multiple <u>new</u> strategies will inform a coherent plan to integrate family and community partners into school improvement efforts.	

MODEL-SPECIFIC CRITERIA - Turnaround Model

LEA: _____

Turnaround CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
BONUS: Collaboration with other LEAs	The Success Plan does not address collaboration with other LEAs to reach economies of scale.	The Success Plan addresses intent to collaborate with other LEAs.	The Success Plan includes well documented intent to collaborate with other LEAs and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models in order to reach economies of scale.	