

The LEA Application rubric is composed of three parts: the LEA Plan Overview, the School Proposal, and the Budget. Points for each item in the three parts are calculated by multiplying the item's weight by the rating of the school's response. Weights for the items on each rubric were determined as follows: 1 for basic information, 2 for state requirements, 3 for federal requirements. The ratings are worth the following: 0 for "does not meet standard," 1 for "partially meets standard," and 3 for "exceeds standards." Therefore, a response to an item with a weight of 3 and a rating of "meets standard" is given 6 points. LEAs must earn 60% of the points available in each of the three parts in order to advance to the interview round.

Selected Model	LEA Plan Overview		Part I		Part II		Part III		Budget		Qualifying?			
Transformation	48	Points available	49	Points available	22	Points available	25	Points available	36	Points available	LEA Plan Overview	School Proposal	Budget	Qualifies?
	29	60% of points available	29	60% of points available	13	60% of points available	16	60% of points available	22	60% of points available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Points earned		Points earned		Points earned		Points earned		Points earned				

Total Number of Points Awarded	Preferential Points	Grand Total

Overall Comments:

Item	Exceeds standard	Meets standard	Partially meets standard	Does not meet standard	Weight	Points	Explanation	Grand Total
I. Introduction								
A. Descriptive Information about the Eligible School	<i>Not Applicable.</i>	Form Meets the following: <input type="checkbox"/> Form is complete.	<i>Not Applicable.</i>	Form <i>is missing any of the following</i> : <input type="checkbox"/> Name, <input type="checkbox"/> Designation, <input type="checkbox"/> Accountability Label, <input type="checkbox"/> Selected Intervention, <input type="checkbox"/> NCES ID, or <input type="checkbox"/> MSIS Code.	1		<i>Does not meet standard = 0</i> <i>Meets standard = 2</i>	
		<input type="radio"/> Meets standard		<input type="radio"/> Does not meet standard				

<p>B. Consultations with Stakeholders</p>	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agenda, minutes, and sign-in forms are completed and attached. <input type="checkbox"/> The description of the consultation with stakeholders is clear. <input type="checkbox"/> LEA provided a robust process for engaging families in the selection of the intervention model. <input type="checkbox"/> LEA provided multiple opportunities for meaningful stakeholder consultation. 	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agenda, minutes, and sign-in forms are completed and attached. <input type="checkbox"/> The description of the consultation with stakeholders is clear. <input type="checkbox"/> The description of the consultation provides evidence that the district engaged families and the community in the selection of the intervention model. 	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agenda, minutes, and sign-in forms are completed and attached BUT the description of the consultation is vague. OR <input type="checkbox"/> The evidence that the LEA engaged families and the community in the selection of the intervention model is unclear. 	<p>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agenda is not attached. <input type="checkbox"/> Minutes are not attached. <input type="checkbox"/> Sign-in form is not completed or not attached. <input type="checkbox"/> Description of the consultation is not provided. <input type="checkbox"/> No evidence that the LEA engaged families and the community in the selection of the intervention model. 	3		<p><i>Does not meet standard = 0</i> <i>Partially meets standard = 3</i> <i>Meets standard = 6</i> <i>Exceeds standard = 9</i></p>	
<p>C. Disclosure of External Party Application Assistance (IF APPLICABLE) <i>Although LEAs cannot earn points for this item, any confusion on the part of reviewers must be addressed by LEAs in the interview round, if any of the LEA's school proposals advance.</i></p>	<p><i>Not Applicable.</i></p>	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Form is clear and complete. OR <input type="checkbox"/> The LEA certified that no external parties assisted in the preparation of the application. 	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> External parties are listed, BUT the parties' roles are not clearly described. 	<p>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LEA did not certify whether external parties assisted in the application AND no further information is provided. 	0		<p><i>No points awarded during initial review.</i></p>	
<p>Section SUB-TOTAL</p>								

II. District Governance							
A. District Governance 1. Policy Analysis and Timeline	Not Applicable.	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Evidence provided that the LEA conducted a thorough policy analysis.</p> <p>For each policy addressed, the LEA clearly describes how the policy presents a barrier to reform and how the policy will be changed to eliminate the barrier.</p> <p><input type="checkbox"/> For each policy addressed, the LEA provides a reasonable timeline for when the work of changing the policy will be completed.</p>	<p>Proposal meets at least one of the following:</p> <p>Most of the information in the chart is clear BUT <input type="checkbox"/> some of the LEA's explanations of how policies present a barrier are unclear.</p> <p>Most of the information in the chart is clear BUT <input type="checkbox"/> some of the LEA's explanations of how policies will be changed are unclear.</p> <p><input type="checkbox"/> Some policies have target completion dates that are not reasonable.</p>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> No evidence provided that the LEA conducted a policy analysis.</p> <p>Most of the information provided <input type="checkbox"/> on policy barriers or changes is vague or confusing.</p> <p><input type="checkbox"/> The LEA fails to provide completion dates for changing one or more policies.</p>	2		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4</p>
		<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			
2. School Board Approval	Not Applicable.	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Clear evidence of Board approval is provided.</p>	Not Applicable.	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> No evidence of Board approval provided.</p> <p><input type="checkbox"/> Evidence of Board approval is ambiguous.</p>	3		<p>Does not meet standard = 0 Meets standard = 6</p>
		<input type="radio"/> Meets standard		<input type="radio"/> Does not meet standard			

<p>3. External Provider Contracting Process</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> The LEA’s plan satisfies all of the items in the “meets standards” column.</p> <p><input type="checkbox"/> The LEA provides clear, high-quality interview protocols or evaluation rubrics for screening, evaluating, and selecting External Providers.</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> The LEA describes a clear process for recruiting External Providers.</p> <p><input type="checkbox"/> The LEA will use MDE’s model Request for Proposals (RFP). OR</p> <p><input type="checkbox"/> The LEA’s RFP is clear, high-quality, and encourages competition.</p> <p><input type="checkbox"/> The LEA’s process for screening, evaluating, and selecting External Providers is clear and includes responsible parties and timelines.</p> <p><input type="checkbox"/> The LEA will use MDE’s model Memorandum of Understanding (MOU). OR</p> <p><input type="checkbox"/> The LEA’s model (MOU) is clear and high-quality; it includes all required information.</p>	<p>Proposal meets at least one of the following:</p> <p><input type="checkbox"/> The LEA has a process for recruiting External Providers BUT this process is unclear.</p> <p><input type="checkbox"/> The LEA’s RFP is clear but lacks important sections, such as a scope and timeline of work; budget information; standard terms and conditions; proposal due date and format; required information; assurances; reporting requirements; and evaluation factors.</p> <p><input type="checkbox"/> The LEA’s process for screening, evaluating, and selecting Lead Partners is clear BUT lacks persons responsible or timelines.</p> <p><input type="checkbox"/> The LEA’s MOU is clear but lacks important sections including, but not limited to, scope of work, responsibilities of parties, evaluation metrics and process, the requirement to hold at least quarterly meetings with providers for review purposes, the criteria which the LEA will use in determining re-hiring decision, or funding information.</p>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> The LEA does not have a process for recruiting External Providers.</p> <p><input type="checkbox"/> The LEA does not intend to use MDE’s RFP but does not provide its own. OR</p> <p><input type="checkbox"/> The LEA’s RFP is vague or confusing.</p> <p><input type="checkbox"/> The LEA’s process for screening, evaluating, and selecting Lead Partners is vague, confusing, or absent.</p> <p><input type="checkbox"/> The LEA does not intend to use MDE’s MOU but does not provide its own. OR</p> <p><input type="checkbox"/> The LEA’s MOU is vague or confusing.</p>	<p>3</p>	<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
	<p><input type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>			

<p>B. District Capacity for Selected Interventions</p>	<p>Proposal <i>meets all of the following:</i></p> <p><input type="checkbox"/> The LEA provides compelling evidence that it has improved student outcomes with numerous, substantial grants.</p> <p><input type="checkbox"/> Executive district leadership will be deeply engaged in the improvement process as evidenced by delegated responsibilities for various aspects of the SIG process.</p> <p><input type="checkbox"/> The LEA has a clear plan for internally monitoring implementation at the school-level, which includes oversight from a designated, district-level Turnaround Officer.</p> <p><input type="checkbox"/> The LEA presents evidence of an unqualified audit.</p>	<p>Proposal <i>meets all of the following:</i></p> <p><input type="checkbox"/> The LEA provides evidence that it has improved student outcomes with previous grants.</p> <p><input type="checkbox"/> Executive district leadership will be engaged in the improvement process.</p> <p><input type="checkbox"/> The LEA has a clear plan for internally monitoring implementation at the school-level, which includes oversight from a designated, district-level Turnaround Officer.</p> <p><input type="checkbox"/> The LEA presents quantitative evidence that personnel involved with the grant, including the designated Turnaround Officer, at the school- or district-level have a track record of success in raising achievement.</p> <p><input type="checkbox"/> Neither the LEA nor one or more of its served schools has been rated as failing for two consecutive years. OR The LEA is under state conservatorship.</p> <p><input type="checkbox"/> The LEA presents evidence of an unqualified audit.</p> <p><input type="checkbox"/> The attached, relevant Schoolwide Plan and Priority or Focus Action Plan, as applicable, is aligned to the school proposal.</p>	<p>Proposal <i>meets at least one of the following:</i></p> <p><input type="checkbox"/> The LEA provides weak evidence that it has improved student outcomes with previous grants.</p> <p><input type="checkbox"/> Executive district leadership will be engaged in the improvement process but the engagement will be limited or unclear.</p> <p><input type="checkbox"/> The LEA's plan for internally monitoring implementation at the school-level is unclear.</p> <p><input type="checkbox"/> The LEA presents evidence that personnel involved with the grant, have a track record of success in raising achievement.</p> <p><input type="checkbox"/> The LEA or one or more of its served schools has been rated as failing for two consecutive years. AND The LEA is NOT under conservatorship..</p> <p><input type="checkbox"/> The LEA has some financial accountability issues that must be addressed by the LEA in the interview round, if the proposal advances.</p> <p><input type="checkbox"/> The attached, relevant Schoolwide Plan and Priority or Focus Action Plan, as applicable, is aligned to the school proposal.</p> <p><input type="checkbox"/> Any school in the LEA previously received a School Improvement Grant.</p>	<p>Proposal <i>meets any of the following:</i></p> <p><input type="checkbox"/> The LEA provides no evidence that it has improved student outcomes with previous grants.</p> <p><input type="checkbox"/> Executive district leadership will not be engaged in the improvement process.</p> <p><input type="checkbox"/> The LEA presents no plan for internally monitoring implementation at the school-level OR does not include plans for a designated Turnaround Officer.</p> <p><input type="checkbox"/> The LEA presents no evidence that personnel involved with the grant have a track record of success in raising achievement.</p> <p><input type="checkbox"/> The LEA failed to provide its most recent Schedule of Findings and Questioned Costs.</p> <p><input type="checkbox"/> The LEA has serious financial accountability issues, according to documentation provided.</p> <p><input type="checkbox"/> The LEA failed to attach the relevant Schoolwide Plan or Priority or Focus Action Plan, as applicable.</p> <p><input type="checkbox"/> The school previously received a School Improvement Grant.</p>	<p>3</p>	<p><i>Does not meet standard = 0</i> <i>Partially meets standard = 3</i> <i>Meets standard = 6</i> <i>Exceeds standard = 9</i></p>	
	<p><input type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>			

C. Sustainability	<p>Proposal meets all of the following:</p> <p>The LEA makes a particularly compelling case for how it will sustain reforms from the district-level through support for quality implementation, human capital development, and on-going community engagement.</p> <input type="checkbox"/>	<p>Proposal meets all of the following:</p> <p>The LEA makes a clear case for how it will sustain reforms from the district-level through support for quality implementation, human capital development, and on-going community engagement.</p> <input type="checkbox"/>	<p>Proposal meets at least one of the following:</p> <p>The LEA's case for sustaining the reforms is mostly clear, BUT it lacks a description of how the LEA, from the district-level, will support one of the following: quality implementation, human capital development, or on-going community engagement.</p> <input type="checkbox"/>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> The LEA's response is vague or confusing.</p> <p><input type="checkbox"/> The LEA does not describe how it will sustain reforms from the district-level.</p>	3		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard				
Section SUB-TOTAL								
LEA Plan Total Points:								

Item	Exceeds standard	Meets standard	Partially meets standard	Does not meet standard	Weight	Points	Explanation	Total Points
I. Introduction								
A. Descriptive Information about the Eligible School	<i>Not Applicable.</i>	Proposal <i>meets all of the following:</i> <input type="checkbox"/> Form is complete.	<i>Not Applicable.</i>	Form is <i>missing any of the following:</i> <input type="checkbox"/> Name, <input type="checkbox"/> Designation <input type="checkbox"/> Accountability Label, <input type="checkbox"/> Selected Intervention, <input type="checkbox"/> NCES ID, or <input type="checkbox"/> MSIS Code.	1		<i>Does not meet standard = 0</i> <i>Meets standard = 2</i>	
		<input type="radio"/> Meets standard		<input type="radio"/> Does not meet standard				
B. Alignment with the Needs Assessment 1. Comprehensive Needs Assessment	Proposal <i>meets all of the following:</i> <input type="checkbox"/> Provides a clear, in-depth discussion of the school's needs in each area. <input type="checkbox"/> Provides both quantitative and qualitative evidence in each area; evidence is disaggregated. <input type="checkbox"/> MCAPS data is attached	Proposal <i>meets all of the following:</i> <input type="checkbox"/> Clearly describes the school's needs in each area. <input type="checkbox"/> Provides qualitative or quantitative evidence of need in each area. <input type="checkbox"/> MCAPS data is attached.	Proposal <i>meets at least one of the following:</i> <input type="checkbox"/> Description of needs in any area is unclear. <input type="checkbox"/> Qualitative or quantitative evidence provided is inadequate to support identified <input type="checkbox"/> MCAPS data is attached but confusing.	Proposal <i>meets any of the following:</i> <input type="checkbox"/> Description of needs is missing for one or more areas. <input type="checkbox"/> Neither qualitative nor quantitative evidence is provided for one or more areas. <input type="checkbox"/> MCAPS data is not attached.	3		<i>Does not meet standard = 0</i> <i>Partially meets standard = 3</i> <i>Meets standard = 6</i> <i>Exceeds standard = 9</i>	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard				
2. Intervention Model Selection	Proposal <i>meets all of the following:</i> <input type="checkbox"/> The narrative explains in detail how the choice of the intervention model is aligned with school needs.	Proposal <i>meets all of the following:</i> <input type="checkbox"/> The needs assessment data supports the school's model selection.	Proposal <i>meets at least one of the following:</i> <input type="checkbox"/> The needs assessment data weakly supports the school's model	Proposal <i>meets any of the following:</i> <input type="checkbox"/> The needs assessment data does not justify the school's model selection.	3		<i>Does not meet standard = 0</i> <i>Partially meets standard = 3</i> <i>Meets standard = 6</i> <i>Exceeds standard = 9</i>	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard				
3. Baseline Data and Performance Goals	Proposal <i>meets all of the following:</i> <input type="checkbox"/> Completed Performance Framework sets reasonable but ambitious goals for the school.	Proposal <i>meets all of the following:</i> <input type="checkbox"/> Performance Framework is complete; adequate goals set.	Proposal <i>meets at least one of the following:</i> <input type="checkbox"/> Performance Framework is partially incomplete and/or goals are inadequate.	Proposal <i>meets any of the following:</i> <input type="checkbox"/> Performance Framework is not attached.	2		<i>Does not meet standard = 0</i> <i>Partially meets standard = 2</i> <i>Meets standard = 4</i> <i>Exceeds standard = 6</i>	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard				

<p>C. Alignment with Intervention Requirements</p>	<p>Proposal <i>meets all of the following:</i></p> <p><input type="checkbox"/> The summary chart provides a succinct but detailed discussion of how each intervention requirement for the chosen model will be met.</p> <p><input type="checkbox"/> Page references provide clear evidence that the proposal will exceed the intervention requirements of the chosen model.</p>	<p>Proposal <i>meets all of the following:</i></p> <p><input type="checkbox"/> The summary chart adequately addresses how each intervention requirement will be met.</p> <p><input type="checkbox"/> Page references provide evidence that the proposal will meet all of the intervention requirements.</p>	<p>Proposal <i>meets at least one of the following:</i></p> <p><input type="checkbox"/> The summary chart references fulfillment of each intervention requirement, but the chart does not address how all of the requirements will be met.</p> <p><input type="checkbox"/> Page references provide some evidence of the proposal's alignment with all intervention requirements, but evidence is unclear or weak for one or more requirement.</p>	<p>Proposal <i>meets any of the following:</i></p> <p><input type="checkbox"/> The summary chart neither references nor addresses one or more of the intervention requirements for the chosen model.</p> <p><input type="checkbox"/> Page references do not provide evidence of proposal's alignment with the intervention requirements.</p> <p><input type="checkbox"/> Page references directly contradict any requirement.</p>	<p>3</p>	<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
<p><input type="radio"/> Exceeds standard</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>	
<p>D. Foundation Laid through Priority/Focus Schools Process or Previous SIG Process</p>	<p><i>Not Applicable.</i></p>	<p>Proposal <i>meets all of the following:</i></p> <p><input type="checkbox"/> The school improvement actions taken since being designated a Priority or Focus school are clear and significant.</p> <p><input type="checkbox"/> The chart describing teams supporting improvement is complete, the meetings have been frequent, and significant outcomes or actions have resulted from the meetings.</p> <p><input type="checkbox"/> The school had no previous SIG award OR the previous SIG award produced strong, sustained student achievement gains.</p>	<p>Proposal <i>meets at least one of the following:</i></p> <p><input type="checkbox"/> The school improvement actions taken since being designated a Priority or Focus school are clear BUT insignificant.</p> <p><input type="checkbox"/> The chart describing teams supporting improvement is complete but the meetings have not been frequent OR no significant outcomes or actions have resulted</p> <p><input type="checkbox"/> If the school had a previous SIG award, it only produced weak or unsustained student achievement gains.</p>	<p>Proposal <i>meets any of the following:</i></p> <p><input type="checkbox"/> The description of the school improvement actions taken since being designated a Priority or Focus school is vague or confusing</p> <p><input type="checkbox"/> The chart describing teams supporting improvement is incomplete, vague, or confusing.</p> <p><input type="checkbox"/> If the school had a previous SIG award, it was terminated or did not produce student achievement gains.</p>	<p>1</p>	<p>Does not meet standard = 0 Partially meets standard = 1 Meets standard = 2</p>	
		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>	

<p>E. Implementation Milestones 1. Pre-Implementation or Planning Year</p>	<p>Proposal <i>meets all of the following</i> :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities are clear, allowable, and comprehensive. <input type="checkbox"/> Activities are assigned to specific individuals (by name and/or position). <input type="checkbox"/> Activities have a clear timeline, evaluation metrics that allow for continuous monitoring, and are necessary. 	<p>Proposal <i>meets all of the following</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities are clear, allowable. <input type="checkbox"/> Activities are assigned to specific individuals (by name and/or position). <input type="checkbox"/> Activities have a clear timeline and identified evaluation metric. <input type="checkbox"/> Activities are necessary to the successful implementation of the school proposal. 	<p>Proposal <i>meets at least one of the following</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some activities are unclear. <input type="checkbox"/> Some activities are not assigned to specific individuals. <input type="checkbox"/> Some activities lack a clear timeline, identified evaluation metric, OR connection to successful implementation. 	<p>Proposal <i>meets any of the following</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Too few activities are listed to evaluate pre-implementation/planning. <input type="checkbox"/> Some activities are not allowable. <input type="checkbox"/> No responsible individuals are given. <input type="checkbox"/> No timeline is given. <input type="checkbox"/> No identified evaluation metrics are given. <input type="checkbox"/> No connections to successful implementation are given. 	2	<p><i>Does not meet standard = 0</i> <i>Partially meets standard = 2</i> <i>Meets standard = 4</i> <i>Exceeds standard = 6</i></p>			
<input type="radio"/> Exceeds standard		<input type="radio"/> Meets standard		<input type="radio"/> Partially meets standard		<input type="radio"/> Does not meet standard			
<p>2. Implementation and Sustainability Years</p>	<p>Proposal <i>meets all of the following</i> :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Milestones are clear, actionable, and comprehensive. <input type="checkbox"/> Milestones are assigned to specific individuals (by name and/or position). <input type="checkbox"/> Milestones have a clear timeline and evaluation metrics that allow for continuous monitoring. 	<p>Proposal <i>meets all of the following</i> :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Milestones are clear and actionable. <input type="checkbox"/> Milestones are assigned to specific individuals (by name and/or position). <input type="checkbox"/> Milestones have a clear timeline and identified evaluation metric. 	<p>Proposal <i>meets at least one of the following</i> :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some milestones are unclear. <input type="checkbox"/> Some milestones are not assigned to specific individuals. <input type="checkbox"/> Some milestones lack a clear timeline or evaluation metric. 	<p>Proposal <i>meets any of the following</i> :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Too few milestones are listed to evaluate. 	2	<p><i>Does not meet standard = 0</i> <i>Partially meets standard = 2</i> <i>Meets standard = 4</i> <i>Exceeds standard = 6</i></p>			
<input type="radio"/> Exceeds standard		<input type="radio"/> Meets standard		<input type="radio"/> Partially meets standard		<input type="radio"/> Does not meet standard			
<p>PART I TOTAL</p>		<p>Closure= 49 points available</p>		<p>29 Points is 60% of points available</p>					
<p>Preferential Points:</p>									
<p>• Any school proposal for a school that has never received SIG may be awarded 10 preferential points in this section. Evidence must be found in Section D.</p>									

II. Teaching and Learning							
A. Newly Consolidated School(s) 1. School Information	Not applicable.	Proposal meets all of the following: <input type="checkbox"/> Form is complete.	Not applicable .	Form is missing any of the following: <input type="checkbox"/> Name, <input type="checkbox"/> Accountability Label, <input type="checkbox"/> Grades Served, <input type="checkbox"/> Enrollment <input type="checkbox"/> NCES ID, or <input type="checkbox"/> MSIS Code.	1		Does not meet standard = 0 Meets standard = 2
		<input type="radio"/> Meets standard		<input type="radio"/> Does not meet standard			
2. Higher Achieving School(s)	Not Applicable	Proposal meets all of the following : <input type="checkbox"/> The school(s) to which students will transfer is/are higher achieving.	Proposal meets the following : <input type="checkbox"/> Some but not all of the schools to which students will transfer are higher achieving.	Proposal meets any of the following : <input type="checkbox"/> The school(s) to which students will transfer are not higher achieving.	3		Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6
		<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			
3. Proximity to Closed School	Not Applicable	Proposal meets the following: <input type="checkbox"/> All of the school(s) to which the students will transfer are within a reasonable proximity to the closed school.	Proposal meets the following: <input type="checkbox"/> Some but not all of the school(s) to which the students will transfer are within a reasonable proximity to the closed school.	Proposal meets the following: <input type="checkbox"/> The school(s) to which students will transfer are not within a reasonable proximity to the closed school	2		Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4
		<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			

<p>B. Closure Plan Transfer Plan</p>	<p>1. <i>Not Applicable</i></p>	<p>Proposal meets the following :</p> <p><input type="checkbox"/> The transfer plan is clear and will result in minimal disruptions for students.</p>	<p>Proposal meets the following :</p> <p><input type="checkbox"/> The transfer plan is clear but may cause disruption in the educational experience for transferred students.</p>	<p>Proposal meets the following :</p> <p><input type="checkbox"/> The transfer plan is vague or confusing.</p>	<p>2</p>	<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4</p>	
		<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>			
<p>2. Consolidated Staff</p>	<p>Proposal meets all of the following :</p> <p><input type="checkbox"/> Staff consolidation plan is clear</p> <p>Consolidation plan eliminates all duplicative or unnecessary positions or personnel.</p> <p><input type="checkbox"/> Plan describes how the district will handle excess staff (realease v. transfer).</p> <p>Plan describes how the district will use teacher effectiveness <input type="checkbox"/> (as measured by student data) to determine which personnel to release</p>	<p>Proposal meets all of the followina :</p> <p><input type="checkbox"/> Staff consolidation plan is clear.</p> <p>Consolidation plan eliminates all duplicative or unnecessary positions or personnel..</p> <p><input type="checkbox"/> Plan describes how the district will handle excess staff (realease v. transfer).</p>	<p>Proposal meets at least one of the following :</p> <p><input type="checkbox"/> Staff colsolidation plan may need some clarification.</p> <p>Consolidation plan eliminates some but not all duplicative or unnecessary positions or personnel..</p> <p><input type="checkbox"/> Plan's description of how the district will handle excess staff is unclear.</p>	<p>Proposal meets any of the following :</p> <p><input type="checkbox"/> The school's staff consolidation plan is vague or confusing.</p> <p><input type="checkbox"/> The staff plan adds or does not eliminate any unnecessary positions or personnel.</p> <p><input type="checkbox"/> Plan does not describes how the district will handle excess staff.</p>	<p>2</p>	<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>	
		<p><input type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>		
<p>PART II TOTAL</p>		<p>Closure = 22 points possible</p>		<p>13 points is 60% of points available</p>			

III. Operation and Support Systems							
A. Allocation of Financial Resources	Not Applicable.	<p>Proposal meets the following:</p> <p>All additional sources of revenue will</p> <input type="checkbox"/> support/align with the SIG proposal and the school's needs.	<p>Proposal meets the following:</p> <p>Some sources of additional revenue will</p> <input type="checkbox"/> support/align with the SIG proposal and the school's needs.	<p>Proposal meets any of the following:</p> <p>Use of additional revenue does not align with the school proposal or the school's needs.</p> <p>Explanations of how resources will</p> <input type="checkbox"/> support/align with the SIG proposal are vague or confusing.	2	<p>Does not meet standard = 0</p> <p>Partially meets standard = 2</p> <p>Meets standard = 4</p>	
		<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			
B. Facilities	<p>Proposal meets all of the following:</p> <p>Evidence is provided to substantiate that the proposed consolidated facility is a better facility than the closed school for all students.</p> <input type="checkbox"/> The school has clear plans and available funding for making the consolidated school "state of the art" for all students. <p>The school will use the</p> <input type="checkbox"/> MDE's teacher evaluation plan OR <p>Plan includes board policies for teacher and administrator evaluation.</p> <input type="checkbox"/>	<p>Proposal meets all of the following:</p> <p>Proposed consolidated facility is adequate to meet the needs of the new school population.</p> <p>OR</p> <p>The school has clear plans and available funding for making changes required for facility adequacy.</p> <input type="checkbox"/>	<p>Proposal meets at least the following:</p> <p>Proposed consolidated facility may require changes to accommodate additional students or students of a different age, BUT the school's facility plan or finances for making facility changes are unclear.</p> <input type="checkbox"/>	<p>Proposal meets any of the following:</p> <p>Proposed consolidated facility may require changes to accommodate additional students or students of a different age, BUT the school's facility plan and finances for making facility changes are unclear.</p> <input type="checkbox"/>	2	<p>Does not meet standard = 0</p> <p>Partially meets standard = 2</p> <p>Meets standard = 4 Exceeds standard = 6</p>	
		<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard		

<p>D. Parent and Community Outreach Engagement 1. Outreach Prior to School Closure</p>	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The proposal meets all of the items in the "meets standards" column. <input type="checkbox"/> Example distribution materials about the consolidation are provided in the proposal. <input type="checkbox"/> Parents and community members will be offered multiple methods (meetings, hotlines, dedicated email) of asking questions regarding the school closure. 	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Media outreach will begin several weeks in advance of consolidation and is likely to reach all affected parents and most community members. <input type="checkbox"/> Parents and community members will be offered multiple opportunities to ask questions regarding the school <input type="checkbox"/> Transition services are well-defined, individualized, and easily accessible to children and their parents. 	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Media outreach lacks a clear timeline. AND/OR <input type="checkbox"/> Media outreach is unlikely to reach all affected parents. <input type="checkbox"/> Parents and community members will be offered one opportunity (e.g., one meeting) to ask questions regarding the school closure. <input type="checkbox"/> Transition services are clear but minimal. 	<p>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Media outreach is vague or confusing. OR <input type="checkbox"/> No plans for media outreach are proposed. <input type="checkbox"/> No opportunities to ask questions are proposed. <input type="checkbox"/> Transition services are vague or confusing. OR <input type="checkbox"/> No transition services are proposed. 	2	<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>	
<input type="radio"/> Exceeds standard		<input type="radio"/> Meets standard		<input type="radio"/> Partially meets standard		<input type="radio"/> Does not meet standard	
<p>2. Engagement in School Improvement</p>	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan meets all of the items in the "meets standards" column. <input type="checkbox"/> The proposal includes a highly structured, Board-approved, school-wide plan to engage parents and community members. <input type="checkbox"/> The proposal includes a plan or process to monitor and evaluate the effectiveness of the engagement efforts. 	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Opportunities for meaningful engagement are clear and numerous. <input type="checkbox"/> Engagement plans include multiple opportunities for parents to review the school performance and participate in decision-making about school improvement plans. <input type="checkbox"/> The proposal is designed to strengthen or expand current involvement activities using SIG funds. 	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Opportunities for engagement are clear BUT they are limited. <input type="checkbox"/> Opportunities for engagement are clear BUT they are shallow; no parents will have a formal role in decision-making about school improvement plans. 	<p>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Opportunities for engagement are too vague or too confusing to evaluate. <input type="checkbox"/> No opportunities for engagement are given. 	3	<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
<input type="radio"/> Exceeds standard		<input type="radio"/> Meets standard		<input type="radio"/> Partially meets standard		<input type="radio"/> Does not meet standard	
<p>PART III TOTAL</p>	<p>25 points available</p>	<p>15 points is 60% of available points</p>					
<p>Total Points =</p>							

School_District_R1_Closure_60Percent_March_2017

Meets standard	Does not meet standard	Weight	Points	Explanation	Total
Budget <i>meets all of the following</i> : <input type="checkbox"/> Cover sheet is completed and attached. <input type="checkbox"/> Cover sheet aligns with the 5-year budget summary sheet. <input type="radio"/> Meets standard	Budget <i>meets any of the following</i> : <input type="checkbox"/> Cover sheet is not completed or attached. <input type="checkbox"/> Cover sheet does not align with the 5-year budget summary sheet. <input type="radio"/> Does not meet standard	3		Does not meet standard = 0 Meets standard = 6	
Budget <i>meets all of the following</i> : <input type="checkbox"/> Budget narratives for all items are clear. <input type="radio"/> Meets standard	Budget <i>meets any of the following</i> : <input type="checkbox"/> Budget narrative for any item is not clear. <input type="radio"/> Does not meet standard	3		Does not meet standard = 0 Meets standard = 6	
Budget <i>meets all of the following</i> : <input type="checkbox"/> Budget items/narratives are supported by the pages referenced in the plan. <input type="radio"/> Meets standard	Budget <i>meets any of the following</i> : <input type="checkbox"/> Budget item/narrative is not supported by the pages referenced in the plan. <input type="radio"/> Does not meet standard	3		Does not meet standard = 0 Meets standard = 6	

School_District_R1_Closure_60Percent_March_2017

<p>Budget <i>meets all of the following:</i> <input type="checkbox"/> All plan elements that require funding are reflected in the budget or narrative.</p>	<p>Budget <i>meets any of the following:</i> <input type="checkbox"/> Plan elements that require funding are not reflected in the budget or narrative.</p>	3		<p><i>Does not meet standard = 0</i> <i>Meets standard = 6</i></p>	
<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Does not meet standard</p>				
<p>Budget <i>meets all of the following:</i> <input type="checkbox"/> All budget items follow EDGAR cost principles (are reasonable, necessary, and program-related).</p>	<p>Budget <i>meets any of the following:</i> <input type="checkbox"/> All budget items do not follow EDGAR cost principles (are reasonable, necessary, and program-related).</p>	3		<p><i>Does not meet standard = 0</i> <i>Meets standard = 6</i></p>	
<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Does not meet standard</p>				
<p>Budget <i>meets all of the following:</i> <input type="checkbox"/> The annual allocation request per school for any year is no less than \$50,000 and no more than \$2,000,000.</p>	<p>Budget <i>meets any of the following:</i> <input type="checkbox"/> The annual allocation request per school for any year is less than \$50,000 or more than \$2,000,000.</p>	3		<p><i>Does not meet standard = 0</i> <i>Meets standard = 6</i></p>	
<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Does not meet standard</p>				
<p>Total Points =</p>					
<p><i>All Intervention Model Types= 36 points available; 22 points is 60% of points available</i></p>					