

Title I Multiple School Improvement Model Implementation Grant Scoring Rubric



The blue star signifies that this section of the grant application is also addressed in the petition. Please refer to the applicant’s responses in the petition for these sections of the grant application.

Background, Part 1

Grant Application Components that Must Meet the Requirements Outlined Below to Receive the Points Possible

Component	Requirements	Points Possible	Points Awarded
Applicant Contact Information 	The applicant must provide: <ul style="list-style-type: none"> • The name of the LEA applying for this grant; • The name of a point of contact within the LEA for this grant; • The title of this point of contact within the LEA for this grant; and • The email address of this point of contact within the LEA for this grant. 		
Overview of Comprehensive Support and Improvement (CSI) Schools 	For each CSI school (at least four) that the applicant wants to be impacted by the multiple school improvement model that the implementation grant would be leveraged to implement, the applicant must provide: <ul style="list-style-type: none"> • The name of the school • The grades served by the school • A brief description of the current school improvement intervention(s) in place at the school 	1	_____
Multiple School Improvement Model Implementation Team	The applicant must illustrate that it will engage a diverse group of stakeholders when implementing its multiple school improvement model. The applicant must include at least one representative from the following stakeholder groups on this planning team: <ul style="list-style-type: none"> • School leadership team members • Educators • Staff members • Family members • Community members For each of the representatives on the planning team, the applicant must: <ul style="list-style-type: none"> • Provide their name • Describe their role(s) in the school community (e.g., 3rd grade teacher) • Identify the stakeholder group(s) they represent 	2	_____

Background, Part 1: Total Points Possible = 3 _____

**Background: Part 2
Grant Application Components that Will be Scored on a Scale of 0 – 3**

Component	0 Points	1 Point	2 Points	3 Points	Points Awarded
Overview of Multiple School Improvement Model 	The applicant does not complete this question.	The applicant does not clearly describe either of the following: <ol style="list-style-type: none"> 1. The multiple school improvement model it seeks to implement through the implementation grant; or 2. Why this multiple school improvement model is appropriate for the CSI schools given its strengths and areas for growth. 	The applicant clearly describes one of the following: <ol style="list-style-type: none"> 1. The multiple school improvement model it seeks to implement through the implementation grant; or 2. Why this multiple school improvement model is appropriate for the CSI schools given its strengths and areas for growth. 	The applicant clearly describes: <ol style="list-style-type: none"> 1. The multiple school improvement model it seeks to implement through the implementation grant; and 2. Why this multiple school improvement model is appropriate for the CSI schools given its strengths and areas for growth. 	_____
Key Learnings from Needs Assessment Conducted During the Multiple School Improvement Planning Grant 	The applicant does not complete this question.	The applicant clearly describes one of the following: <ol style="list-style-type: none"> 1. What the key takeaways (e.g., strengths, areas for growth) are from both district and school-level needs assessment described in this application; 2. Which of the areas for growth are priorities within the identified CSI schools; and 3. Which of these areas for growth will be addressed by the proposed multiple school improvement model. 	The applicant clearly describes two of the following: <ol style="list-style-type: none"> 1. What the key takeaways (e.g., strengths, areas for growth) are from both the district and school-level needs assessment described in this application; 2. Which of the areas for growth are priorities within the identified CSI schools; and 3. Which of these areas for growth will be addressed by the proposed multiple school improvement model. 	The applicant clearly describes: <ol style="list-style-type: none"> 1. What the key takeaways (e.g., strengths, areas for growth) are from both district and school-level needs assessment described in this application; 2. Which of the areas for growth are priorities within the identified CSI schools; and 3. Which of these areas for growth will be addressed by the proposed multiple school improvement model. 	_____

Alignment between Prioritized Needs and the Multiple School Improvement Model 	The applicant does not complete this question.	The applicant clearly describes one of the following: <ol style="list-style-type: none"> 1. The key needs in the CSI schools identified for this model, ranked by priority; 2. How the multiple school improvement model will <i>specifically</i> address each prioritized need; and 3. How the necessary conditions are in place to implement the model to <i>specifically</i> address each prioritized need. 	The applicant clearly describes two of the following: <ol style="list-style-type: none"> 1. The key needs in the CSI schools identified for this model, ranked by priority; 2. How the multiple school improvement model will <i>specifically</i> address each prioritized need; and 3. How the necessary conditions are in place to implement the model to <i>specifically</i> address each prioritized need. 	The applicant clearly describes: <ol style="list-style-type: none"> 1. The key needs in the CSI schools identified for this model, ranked by priority; 2. How the multiple school improvement model will <i>specifically</i> address each prioritized need; and 3. How the necessary conditions are in place to implement the model to <i>specifically</i> address each prioritized need. 	_____
	Background, Part 2: Total Points Possible = 9				

Key Personnel Grant Application Component that Must Meet the Requirements Outlined Below to Receive the Points Possible			
Component	Requirements	Points Possible	Points Awarded
Key Personnel	<p>The applicant must describe the primary personnel that will oversee the implementation of the multiple school improvement model. For each individual, the applicant must provide:</p> <ul style="list-style-type: none"> • Name and title; and • An overview of their requisite experience for this work; <p>In cases where the individual has not yet been identified, the applicant must provide a title for the open position and describe the desired experience for the role.</p>	2	_____
Key Personnel: Total Points Possible = 2		_____	

Goals
Grant Application Component that Will be Scored on a Scale of 0 – 3

Component	0 Points	1 Point	2 Points	3 Points	Points Awarded
Goals 	<p>The applicant does not provide the requested information for at least three multi-year goals.</p>	<p>The applicant does not clearly define the LEA’s major goals and measures of success for the multiple school improvement model’s impact on student outcomes by clearly describing either of the following for at least three multi-year goals:</p> <ol style="list-style-type: none"> 1. Measures of success, including at least one that is a part of Indiana’s school accountability model; and 2. Differentiated goal targets for each of the CSI schools identified for this multiple school improvement model; and 3. Differentiated goal targets for each of the CSI schools for three school years. 	<p>The applicant defines the LEA’s major goals and measures of success for the multiple school improvement model’s impact on student outcomes by clearly describing one of the following for at least three multi-year goals:</p> <ol style="list-style-type: none"> 1. Measures of success, including at least one that is a part of Indiana’s school accountability model; and 2. Differentiated goal targets for each of the CSI schools identified for this multiple school improvement model; and 3. Differentiated goal targets for each of the CSI schools for three school years. 	<p>The applicant defines the LEA’s major goals and measures of success for the multiple school improvement model’s impact on student outcomes by clearly describing the following for at least three multi-year goals:</p> <ol style="list-style-type: none"> 1. Measures of success, including at least one that is a part of Indiana’s school accountability model; and 2. Differentiated goal targets for each of the CSI schools identified for this multiple school improvement model; and 3. Differentiated goal targets for each of the CSI schools for three school years. 	<p>_____</p>
Goals: Total Points Possible = 3					<p>_____</p>

Each of the following grant application components will be scored using the criteria described in the table below:

1. Ongoing stakeholder engagement
2. Operational flexibility

Implementation Grant Priorities¹ Part I					
Grant Application Components that Will be Scored on a Scale of 0 – 3					
Components	0-Points	1 Point	2 Points	3 Points	Points Awarded
<p>Ongoing stakeholder engagement</p> 	<p>The applicant provides a goal for this grant component, but it is not written in a S.M.A.R.T. format.</p>	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal, but two or more of the following supporting details are missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and 	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal, but one of the following supporting details is missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal. For each benchmark, the applicant:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and 	<hr style="width: 10%; margin: auto;"/>

¹ The applicant must address each of the following grant application components in no more than twenty-five (25) pages total. Appendices can be provided, but the information provided in the appendices cannot contribute to a reviewer’s score.

		relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark.	3. Defines a target date for completing this benchmark.	3. Defines a target date for completing this benchmark.	
Operational Flexibility	The applicant provides a goal for this grant component, but it is not written in a S.M.A.R.T. format.	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component. The applicant also defines at least two measurable benchmarks that align to the goal, but two or more of the following supporting details are missing or unclear: 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark.	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component. The applicant also defines at least two measurable benchmarks that align to the goal, but one of the following supporting details is missing or unclear: 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark.	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component. The applicant also defines at least two measurable benchmarks that align to the goal. For each benchmark, the applicant: 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and 3. Defines a target date for completing this benchmark.	
Implementation Grant Priorities Part I: Total Points Possible = 6					

Evidence-Based Interventions Grant Application Component that Will be Scored on a Scale of 0 – 3					
Component	0 Points	1 Point	2 Points	3 Points	Points Awarded
Evidence-Based Interventions	The applicant does not provide all of the required information (see the column to the right) for each of the evidence-based interventions included in the grant application's budget.	For each intervention included in the proposal's budget, the applicant provides all of the following information: 1. A name for and description of the evidence-based intervention (EBI); 2. At least one citation that illustrates how this EBI has had a statistically significant positive effect on student outcomes and thus met the evidentiary threshold required by ESSA; and 3. A description of how Title I School Improvement Grant funds will be used to implement this EBI.	<i>THEN REVIEW IF...</i>		_____ x 5 = _____
		For each intervention included in the proposal's budget, the applicant provides the following information for at least two of the following : 1. An annual goal for this EBI; 2. Measure(s) of success for this annual goal; 3. Two formative benchmarks for this annual goal; 4. The major action steps to implement this EBI; 5. The benchmark(s) that each major action step is aligned to / in service of; and 6. The person(s) responsible for each major action step.	For each intervention included in the proposal's budget, the applicant provides the following information for at least four of the following : 1. An annual goal for this EBI; 2. Measure(s) of success for this annual goal; 3. Two formative benchmarks for this annual goal; 4. The major action steps to implement this EBI; 5. The benchmark(s) that each major action step is aligned to / in service of; and 6. The person(s) responsible for each major action step.	For each intervention included in the proposal's budget, the applicant provides the following information: 1. An annual goal for this EBI; 2. Measure(s) of success for this annual goal; 3. Two formative benchmarks for this annual goal; 4. The major action steps to implement this EBI; 5. The benchmark(s) that each major action step is aligned to / in service of; and 6. The person(s) responsible for each major action step.	
<i>Evidence-Based Interventions: Total Points Possible = 15</i>					_____

Each of the following grant application components will be scored using the criteria described in the table below:

- | | |
|--|----------------------|
| 3. Progress monitoring and course correcting | 5. Staffing |
| 4. Evaluation of the multiple school improvement model | 6. Staff development |

Implementation Grant Priorities: Part II					
Grant Application Components that Will be Scored on a Scale of 0 – 3					
Components	0-Points	1 Point	2 Points	3 Points	Points Awarded
Progress Monitoring and Course Correcting	The applicant provides a goal for this grant component, but it is not written in a S.M.A.R.T. format.	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal, but two or more of the following supporting details are missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal, but one of the following supporting details is missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark. 	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal. For each benchmark, the applicant:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and 3. Defines a target date for completing this benchmark. 	

		3. Defines a target date for completing this benchmark.			
Evaluation	The applicant provides a goal for this grant component, but it is not written in a S.M.A.R.T. format.	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal, but two or more of the following supporting details are missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark. 	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal, but one of the following supporting details is missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark. 	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal. For each benchmark, the applicant:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and 3. Defines a target date for completing this benchmark. 	
Staffing	The applicant provides a goal for this	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that	

	grant component, but it is not written in a S.M.A.R.T. format.	<p>illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal, but two or more of the following supporting details are missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark. 	<p>illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal, but one of the following supporting details is missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark. 	<p>illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal. For each benchmark, the applicant:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and 3. Defines a target date for completing this benchmark. 	
Staff Development	The applicant provides a goal for this grant component, but it is not written in a S.M.A.R.T. format.	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable</p>	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable</p>	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable</p>	

		<p>benchmarks that align to the goal, but two or more of the following supporting details are missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark. 	<p>benchmarks that align to the goal, but one of the following supporting details is missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark. 	<p>benchmarks that align to the goal. For each benchmark, the applicant:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and 3. Defines a target date for completing this benchmark. 	
<i>Implementation Grant Priorities Part II: Total Points Possible = 12</i>					_____

Optional: Selection of External Partners					
Grant Application Components that Will be Scored on a Scale of 0 – 3					
Component	0 Points	1 Point	2 Points	3 Points	Points Awarded
Optional Selection of External Partners to Support the Implementation of the Multiple School Improvement Model	If the applicant describes using one or more external partners to implement the model in	The applicant provides a rationale for selecting the external partner(s) that clearly demonstrates how the CSI school’s shared needs align with only one of the following: 1. The external partner’s services;	The applicant provides a rationale for selecting the external partner(s) that clearly demonstrates how the CSI school’s shared needs align with only two of the following: 1. The external partner’s services;	The applicant provides a rationale for selecting the external partner(s) that clearly demonstrates how the CSI school’s shared needs align with: 1. The external partner’s services;	_____ x 2 = _____

	other sections of this petition, but does not answer this question.	2. The external partner's experience working in schools with similar student populations; and 3. The external partner's demonstrated track record of success.	2. The external partner's experience working in schools with similar student populations; and 3. The external partner's demonstrated track record of success.	2. The external partner's experience working in schools with similar student populations; and 3. The external partner's demonstrated track record of success.	
<i>If an external partner is supporting the implementation of the multiple school improvement model... Selection of External Partners: Total Points Possible = 6</i>					_____

Each of the following grant application components will be scored using the criteria described in the table below:

7. Evaluation of external partners

8. Budgeting and sustainability planning

Implementation Grant Priorities: Part III					
Grant Application Components that Will be Scored on a Scale of 0 – 3					
Components	0-Points	1 Point	2 Points	3 Points	Points Awarded
Evaluation of External Partners	The applicant provides a goal for this grant component, but it is not written in a S.M.A.R.T. format.	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component. The applicant also defines at least two measurable benchmarks that align to the goal, but two or more of the following supporting details are missing or unclear:	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component. The applicant also defines at least two measurable benchmarks that align to the goal, but one of the following supporting details is missing or unclear:	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component. The applicant also defines at least two measurable benchmarks that align to the goal. For each benchmark, the applicant:	_____

		<ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark. 	<ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark. 	<ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and 3. Defines a target date for completing this benchmark. 	
Budget and Sustainability Planning	The applicant provides a goal for this grant component, but it is not written in a S.M.A.R.T. format.	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal, but two or more of the following supporting details are missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal, but one of the following supporting details is missing or unclear:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that 	<p>The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this implementation grant specific to this grant component.</p> <p>The applicant also defines at least two measurable benchmarks that align to the goal. For each benchmark, the applicant:</p> <ol style="list-style-type: none"> 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that 	

		<p>2. Describes at least one measure of success that is quantifiable and relevant for the benchmark; and/or</p> <p>3. Defines a target date for completing this benchmark.</p>	<p>is quantifiable and relevant for the benchmark; and/or</p> <p>3. Defines a target date for completing this benchmark.</p>	<p>is quantifiable and relevant for the benchmark; and</p> <p>3. Defines a target date for completing this benchmark.</p>	
Implementation Grant Priorities Part III: Total Points Possible = 6					_____

Optional: Grant Expenditures (External Partners)			
Grant Application Component that Must Meet the Requirements Outlined Below to Receive the Points Possible			
Component	Requirements	Points Possible	Points Awarded
Grant Expenditures Question 1	The applicant provides a brief summary of the external partner(s) selected to assist the CSI schools with the implementation of a multiple school improvement model (e.g., roles, qualifications). If external partner(s) have not yet been identified, the applicant describes the desired roles and qualifications for external partner(s).	2	_____
Grant Expenditures Question 2	The applicant provides a brief summary of the proposed amount of the implementation grant funds that will be allocated for external partners to support the implementation of a multiple school improvement model	2	_____
Grant Expenditures Question 3	The applicant describes the other funding sources and the corresponding amounts that will be allocated to leverage the support of external partners (e.g. state and local funds, other federal grants, philanthropic funds) when implementing a multiple school improvement model.	2	_____
Grant Expenditures (External Partners): Total Points Possible = 6			_____
Grant Expenditures			
Grant Application Component that Must Meet the Requirements Outlined Below to Receive the Points Possible			
Component	Requirements	Points Possible	Points Awarded
Grant Expenditures Question 4	The applicant provides a clear and concrete description of how the LEA will support the implementation of the multiple school improvement model at the CSI schools. The description of the LEA's supports should not be limited to those that will be funded by the implementation grant.	2	_____

Grant Expenditures Question 5	The applicant defines the proposed amount of implementation grant funds that will be leveraged to ensure the LEA provides the CSI schools with the necessary supports when implementing the multiple school improvement model.	2	_____
Grant Expenditures Question 6	The applicant describes other funding scores and the corresponding amounts that will be allocated to ensure the LEA provides the CSI schools with the necessary supports when implementing the multiple school improvement model.	2	_____
Grant Expenditures Question 7	The applicant provides a brief summary of the core school-based supports that will be implemented as a part of the multiple school improvement model proposed in this grant application. The description of these school-based supports should not be limited to those that will be funded by the implementation grant.	2	_____
Grant Expenditures Question 8	The applicant defines the proposed amount of implementation grant funds that will be leveraged to ensure the CSI schools have the necessary supports in place when implementing the multiple school improvement model.	2	_____
Grant Expenditures Question 9	The applicant describes other funding scores and the corresponding amounts that will be allocated to ensure the CSI schools has the necessary supports in place when implementing the multiple school improvement model.	2	_____
<i>Grant Expenditures (Questions 4-9): Total Points Possible = 12</i>			_____

Fiscal Oversight and Accountability			
Grant Application Components that Must Meet the Requirements Outlined Below to Receive the Points Possible			
Component	Requirements	Points Possible	Points Awarded
Fiscal Oversight and Accountability Question 1 <i>("Describe the LEA's process for monitoring and evaluating...")</i>	The applicant defines how the LEA will ensure compliance with federal requirements of allowability under United States Department of Education Department General Administrative Regulations , ensuring that all proposed grant expenditures are: <ul style="list-style-type: none"> • Reasonable; • Allowable; • Necessary; and • Managed with appropriate internal controls 	3	_____
<i>Fiscal Oversight and Accountability: Total Points Possible = 3</i>			_____

**Evaluation and Monitoring
Grant Application Components that Will be Scored on a Scale of 0 – 3**

Component	0 Points	1 Point	2 Points	3 Points	Points Awarded
Evaluation and Monitoring Question 1 <i>(“Describe the LEA’s process for...LEA support”)</i>	The applicant does not complete this question.	The applicant describes how the LEA will assess the effectiveness of grant-funded efforts that enable the LEA to support the implementation of a multiple school improvement model by clearly defining one of the following: 1. Who will be responsible for formally evaluating the effectiveness of grant-funded efforts that enable the LEA to support the implementation of a multiple school improvement model; 2. When they will meet to formally evaluate the effectiveness of grant-funded efforts that enable the LEA to support the implementation of a multiple school improvement model; and 3. How the evaluation will be conducted. Put another way, the applicant does not clearly define two of the aforementioned criteria.	The applicant describes how the LEA will assess the effectiveness of grant-funded efforts that enable the LEA to support the implementation of a multiple school improvement model by clearly defining two of the following: 1. Who will be responsible for formally evaluating the effectiveness of grant-funded efforts that enable the LEA to support the implementation of a multiple school improvement model; 2. When they will meet to formally evaluate the effectiveness of grant-funded efforts that enable the LEA to support the implementation of a multiple school improvement model; and 3. How the evaluation will be conducted. Put another way, the applicant does not clearly define one of the aforementioned criteria.	The applicant describes how the LEA will assess the effectiveness of grant-funded efforts that enable the LEA to support the implementation of a multiple school improvement model by clearly defining: 1. Who will be responsible for formally evaluating the effectiveness of grant-funded efforts that enable the LEA to support the implementation of a multiple school improvement model; 2. When they will meet to formally evaluate the effectiveness of grant-funded efforts that enable the LEA to support the implementation of a multiple school improvement model; and 3. How the evaluation will be conducted.	<hr/>
Evaluation and Monitoring Question 2	The applicant does not complete	The applicant describes how the LEA will assess the effectiveness of grant-funded efforts that enable the CSI schools to support the implementation of a multiple	The applicant describes how the LEA will assess the effectiveness of grant-funded efforts that enable the CSI schools to support the implementation of a multiple	The applicant describes how the LEA will assess the effectiveness of grant-funded efforts that enable the CSI schools to support the	<hr/>

<p> (“Describe the LEA’s process for...CSI schools”)</p>	<p>this question.</p>	<p>school improvement model by clearly defining one of the following:</p> <ol style="list-style-type: none"> 1. Who will be responsible for formally evaluating the effectiveness of grant-funded efforts that enable the CSI schools to support the implementation of a multiple school improvement model; 2. When they will meet to formally evaluate the effectiveness of grant-funded efforts that enable the CSI schools to support the implementation of a multiple school improvement model; and 3. How the evaluation will be conducted. <p>Put another way, the applicant does not clearly define two of the aforementioned criteria.</p>	<p>school improvement model by clearly defining two of the following:</p> <ol style="list-style-type: none"> 1. Who will be responsible for formally evaluating the effectiveness of grant-funded efforts that enable the CSI schools to support the implementation of a multiple school improvement model; 2. When they will meet to formally evaluate the effectiveness of grant-funded efforts that enable the CSI schools to support the implementation of a multiple school improvement model; and 3. How the evaluation will be conducted. <p>Put another way, the applicant does not clearly define one of the aforementioned criteria.</p>	<p>implementation of a multiple school improvement model by clearly defining:</p> <ol style="list-style-type: none"> 1. Who will be responsible for formally evaluating the effectiveness of grant-funded efforts that enable the CSI schools to support the implementation of a multiple school improvement model; 2. When they will meet to formally evaluate the effectiveness of grant-funded efforts that enable the CSI schools to support the implementation of a multiple school improvement model; and 3. How the evaluation will be conducted. 	
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Evaluation and Monitoring: Total Points Possible = 6 _____

Optional: Selection of External Partners
Grant Application Components that Will be Scored on a Scale of 0 – 3

Component	0 Points	1 Point	2 Points	3 Points	Points Awarded
<p>Conditional Appendix A Technical Assistance</p>	<p>The applicant does not provide</p>	<p>The applicant provides all of the requested information about the external partner in no more than two pages:</p> <ol style="list-style-type: none"> 1. Name, point of contact, email address, and phone number; 2. Mission and commitment to school improvement; 			<p>_____ x 3 = _____</p>

Partner Profile Must be reviewed if the LEA and the CSI schools propose working with an external partner(s) that is not on this list of organizations selected to participate in the IDOE's School Improvement Summit	all of the required information (see the column to the right) or if the applicant gives the external partner a score of less than 13 on the "Assessment and Reflection" section of Appendix A.	3. Evidentiary threshold met by the external partner's service(s), citing at least one study with a statistically significant positive effect on student outcomes; and 4. At least three references, including contact information, of schools that the external partner has provided similar services for.				
		<i>THEN REVIEW IF...</i>				
		The applicant gives the external partner a score of at least 13 on the "Assessment and Reflection" section of Appendix B.				
		<i>THEN REVIEW IF...</i>				
The applicant provides clear and detailed supporting evidence for two domains on the "Assessment and Reflection" section of Appendix A.	The applicant provides clear and detailed supporting evidence for three domains on the "Assessment and Reflection" section of Appendix A.	The applicant provides clear and detailed supporting evidence for all four domains on the "Assessment and Reflection" section of Appendix A.				
<i>If Appendix A was completed to describe the external partner that is supporting the model's implementation...</i>					<i>Selection of External Partners:</i> <i>Total Points Possible = 15</i> <hr style="width: 10%; margin: 0 auto;"/>	

Scoring Tables

Section	Applicant does not seek to work with an external partner(s) through the potential implementation grant	Applicant seeks to work with an external partner(s) that participated in the IDOE's School Improvement through the potential implementation grant	Applicant seeks to work with an external partner(s) that did not participate in the IDOE's School Improvement Summit through the potential implementation grant
Background Part 1	___/3	___/3	___/3
Background Part 2	___/9	___/9	___/9
Key Personnel	___/2	___/2	___/2
Goals	___/3	___/3	___/3
Implementation Grant Priorities: Part I	___/6	___/6	___/6
Evidence-Based Interventions	___/15	___/15	___/15
Implementation Grant Priorities: Part II	___/12	___/12	___/12
Selection of External Partners (Optional)	N/A	___/6	___/6
Implementation Grant Priorities: Part III	___/6	___/6	___/6
Grant Expenditures (External Partners)	N/A	___/6	___/6
Grant Expenditures (Questions 4 – 9)	___/12	___/12	___/12
Fiscal Oversight and Accountability	___/3	___/3	___/3
Evaluation and Monitoring	___/6	___/6	___/6
Selection of External Partners (Conditional: Appendix A)	N/A	N/A	___/9
TOTAL	___/77	___/89	___/98