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| --- | --- | --- |
| LEA/Charter Holder Name/ District | CTDS# | Entity # |
|  |  |  |
| School:  | CTDS# Entity  | Entity # |
|  |  |  |
| Assigned Education Program Specialist: |  |  |
|  |  |  |
| Requirements | YES | NO |
| Contact information  |  |  |
| Assurances  |  |  |
| Proposed Budget in GME |  |  |
| Completed New CNA uploaded it in ALEAT |  |  |
| Completed New Root Cause Analyses in ALEAT |  |  |
| Completed New L/SIAP in ALEAT |  |  |
| Completed evidence-based summary forms submitted as applicable |  |  |

**SIG COHORT 4 YEAR 4 RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Specialist - scorer | Total points available | Points earned | Date | initials |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0-1 | 2-3 | 4-5 |
| 1. Summarize 2018-19 selected model and IAP implementation progress (desired outcomes, SMART goals, strategies and action steps). What has been successful? What has not? Why or why not? What is the evidence?
 | Brief summary of implementation of Model and IAP including what was successful and what was not and why and/or little or no evidence is included. | General summary of implementation of Model and IAP including what was successful and what was not and why. Evidence is included. | Detailed summary of implementation of Model and IAP including what was successful and what was not and why. Detailed evidence is included. |
| 1. List the 3 or 4 identified Primary Needs with Root Causes, Need Statements and Desired Outcomes based on new CNA
 | 3 or 4 Primary Needs with Root Causes, Need Statements and Desired Outcomes are identified based on new CNA but are not aligned  | 3 or 4 Primary Needs with Root Causes, Need Statements and Desired Outcomes are identified based on new CNA and are somewhat aligned  | 3 or 4 Primary Needs with Root Causes, Need Statements and Desired Outcomes are identified based on new CNA and are clearly aligned  |
| 1. What 2018-19 IAP strategies and action steps will be continued in the 2019-20 IAP? Think about sustainability.
 | 2018-19 IAP strategies and action steps that will be continued in the 2019-20 IAP are listed but are not sustainable over time | 2018-19 IAP strategies and action steps that will be continued in the 2019-20 IAP are listed and are sustainable over time | 2018-19 IAP strategies and action steps that will be continued in the 2019-20 IAP are listed and are clearly sustainable over time |
| 1. What strategies and action steps have been added to the 2019-20 IAP based on needs and root causes?
 | New IAP strategies and action are not all based on needs and root causes | New IAP strategies and action are based on needs and root causes | New IAP strategies and action are based on needs and root causes and are evidence based |
| 1. List the IAP strategies and action steps specific to sustainability of the systemic changes and progress made as a result of the first three years of SIG implementation.
 | Strategies and action steps specific to sustainability of the systemic changes and progress made as a result of the first three years of SIG implementation are not listed  | Strategies and action steps specific to sustainability of the systemic changes and progress made as a result of the first three years of SIG implementation are listed  | Strategies and action steps specific to sustainability of the systemic changes and progress made as a result of the first three years of SIG implementation are listed in detail |
| 1. Describe the leading indicator data and what they tell you, include whole school, grade level and subgroup data
 | Leading indicator data are described but not analyzed or doesn’t Include subgroups or multiple leading indicators | Leading indicator data are described and analyzed, includes subgroups, multiple leading indicators | Leading indicator data are described and analyzed in detail, includes subgroups, multiple leading indicators  |
| 7. Describe what the lagging indicator data told you. | Lagging indicator data are described but not analyzed or does not includes subgroups or multiple lagging indicators | Lagging indicator data are described and analyzed, includes subgroups, multiple lagging indicators | Lagging indicator data are described and analyzed in detail, includes subgroups, multiple lagging indicators incl. EL proficiency, AzMERIT, grad rate |
| 1. Are there other model specific desired outcomes or goals?
 | Other model specific desired outcomes or goals are not listed but are needed and appropriate |  | Other model specific desired outcomes or goals are listed as needed and appropriate |
| 1. Describe the LEA’s process of oversight, monitoring and supporting, school/s in implementing, monitoring and evaluating the schools’ Integrated Action Plan/s; including progress monitoring and mid-course adjustments. What were the successes in the process? How do you know? What changes, if any, will be made for 2019-20?
 | Process is briefly described; not all elements are included. | The LEA’s process of oversight, monitoring and supporting, school/s in implementing, monitoring and evaluating the schools’ Integrated Action Plan/s; including progress monitoring and mid-course adjustments is generally described Successes in the process are listed.Changes, if any, are listed. | The LEA’s process of oversight, monitoring and supporting, school/s in implementing, monitoring and evaluating the schools’ Integrated Action Plan/s; including progress monitoring and mid-course adjustments is described in detail, including timeline and responsible partiesSuccesses in the process are listed with evidence.Changes, if any, are listed with reason for changes. |
| 1. Describe the LEA’s process for fiscal monitoring of SIG school/s.
 | Fiscal monitoring is described very briefly or not described | Fiscal monitoring is generally described | Fiscal monitoring is described in detail including timeline and responsible parties |
| 1. Describe the LEA’s procedure that will allow the school principal the necessary operational flexibility to ensure successful sustainability of school improvement efforts.
 | The LEA does not have a procedure that will allow the school principal the necessary operational flexibility to ensure successful sustainability of school improvement efforts | The LEA’s procedure that allowing the school principal the necessary operational flexibility to ensure successful sustainability of school improvement efforts is described | The LEA’s procedure that allowing the school principal the necessary operational flexibility to ensure successful sustainability of school improvement efforts is described; examples are given |
| 1. Proposed Expenditures are reflected in L/SIAPs action steps tagged as SIG
 | Proposed budget expenditures are not tagged in IAP |  | Proposed budget expenditures are tagged in IAP |
| 1. Proposed expenditures have adequate narrative details; are in correct function and object codes; math is correct
 | Proposed expenditures do not have adequate narrative details; or are not in correct function and object codes; or math is not correct | Proposed expenditures have minor errors | Proposed expenditures have adequate narrative details; are in correct function and object codes; math is correct |