



# School Redesign Scoring Rubric

PART 1: REQUIRED PLAN ELEMENTS		
<b>Needs Assessment</b>		Evidence of successful process score (0-3)
Review all data (REQUIRED)	The LEA analyzes progress and gaps in all data sets: student achievement and growth data, workforce reports, graduate data, post secondary data, state report cards, and early childhood performance profiles.	
Identify areas of greatest need (REQUIRED)	Across all the data sets, the LEA establishes areas of greatest need and the reasons these needs exist.	
Goals and metrics (REQUIRED)	The LEA sets school system-level improvement goals for the areas of greatest need across all data sets and interim goals that indicate progress. The LEA partners with principals to set school-level improvement goals that are aligned to the LEA goals. The LEA has metrics that accurately measure progress against all goals.	
<b>Budget</b>		Evidence of successful process score (0-3)
Analyze existing expenditures (REQUIRED)	The LEA analyzes its expenditures (Title I, state/local MFP, Title II) and determines which costs align with the areas of greatest need and where it can reprioritize or increase funding for those areas.	
Align grant budget (REQUIRED)	The LEA's school redesign grant budget aligns to the areas of greatest need.	
<b>Total Evidence of Process Score</b>		

**PART 2: SCHOOL REDESIGN PLAN**

Core Academics		Strength of plan score (0-3)	Are all proposed actions explicitly mapped to the needs assessment and resulting goals? (Y/N)	What level of evidence supports each proposed intervention? (0-4)
High-quality curricula (REQUIRED)	The LEA has chosen and purchased a high-quality (tier 1) curricula for early childhood through grade 12 in all core subjects. The LEA has eliminated all low-quality curricular resources.			
High-quality teacher professional development (REQUIRED)	The LEA implements content-focused, job-embedded professional development linked to high-quality curricula for early childhood through grade 12, in all core subjects for teachers and principals.			
High-quality assessments (REQUIRED)	The LEA has chosen and purchased a high-quality (Tier 1 or LEAP 360) local assessment system that limits testing time and aligns to high-quality curricula (Tier 1).			
Early literacy	The LEA builds on the use of a tier 1 reading and writing curriculum by implementing streamlined literacy screeners, appropriate intervention for struggling readers, and curriculum/assessment-aligned professional development for all ECE-grade 2 teachers.			
High-quality principal professional development	The LEA identifies principal instructional needs (e.g. content focused expertise, early childhood expertise, special education expertise) and provides aligned training and coaching.			
Post-Graduation Preparation (courses and funding)	The LEA provides all students access to advanced coursework that prepares them for college (e.g. AP courses, dual enrollment) and/or career (JumpStart programs, credentials, STEM pathways). The LEA ensures each students post-graduation pathway is funded (e.g. FAFSA completion).			
Extended school time	The LEA increases student learning time by extending the school day and/or school year and ensures that time is spent on meeting the individual needs of students.			

Academic counseling	The LEA provides student counseling support (time and number of staff) so that every student has an individual plan for course selection, remediation/enrichments and post-secondary pathways.			
<b>Special Populations</b>		Strength of plan score (0-3)	Are all proposed actions explicitly mapped to the needs assessment and resulting goals? (Y/N)	What level of evidence supports each proposed intervention? (0-4)
Student screening and diagnosis	The LEA uses high-quality screens for all students that identify students with special needs (SPED and ELL) as early as possible in their academic experience. The LEA provides training for educators on using these screeners.			
Student goals	The LEA sets goals for every student that align to his/her special needs and that ensure access to grade-level learning and integrate them in to the school and teacher SLTs. These goals are included in his/her individual plan (e.g. IEP, LEP).			
<b>Talent</b>		Strength of plan score (0-3)	Are all proposed actions explicitly mapped to the needs assessment and resulting goals? (Y/N)	What level of evidence supports each proposed intervention? (0-4)
Teacher pipeline	The LEA identifies short- and long-term teacher workforce needs and establishes formal teacher preparation partnerships to meet those needs. Teacher residents are mapped to openings or anticipated openings.			
Educator evaluation and support	The LEA sets meaningful goals with teachers and principals, has chosen high-quality observation tools, and implements a system of observation, feedback, and support that helps educators improve based on student performance and professional development needs.			

Educator advancement	The LEA establishes leadership roles (e.g., teacher leader, mentor, content expert) that ensure teachers have access to high-quality preparation and learning. The LEA identifies high-performing educators for these roles through a structured process, and trains and supports (e.g. time and money) these educators.			
<b>LEA Systems</b>		<b>Strength of plan score (0-3)</b>	<b>Are all proposed actions explicitly mapped to the needs assessment and resulting goals? (Y/N)</b>	<b>What level of evidence supports each proposed intervention? (0-4)</b>
Concentrate resources in a zone of low-performing schools	The LEA identifies a zone of low-performing schools and designates a single leader to manage this zone. The zone focuses school system resources on this group of schools and the zone leader is responsible for the improvement of the schools in this network.			
Access to existing high-quality options	The LEA increases access to identified high-performing schools across the LEA for those students currently zoned to low-performing schools.			
Increasing number of high-quality seats	The LEA increases the number of students who access high-quality seats by increasing the number of available seats in high-performing schools, merging low-performing schools into high-performing schools, closing low-performing schools, adding additional PK classrooms, and/or authorizing high-quality charter schools.			
<b>Total strength of plan score</b>				
<b>Confirm all proposed actions are explicitly mapped to the needs assessment and resulting goals</b>				
<b>Total evidence rating for all proposed interventions</b>				