



Round 2 School Redesign Rubric 2017-2018

ROUND 2 SCHOOL REDESIGN PLAN CRITERIA				Strength of process/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? (1-4)
Needs Assessment	<i>Required</i>	Review all data	The school system analyzes progress and gaps in all datasets: student achievement and growth data, workforce reports, graduate data, post secondary data, state report cards, student discipline and truancy data, and early childhood performance profiles.			NA
	<i>Required</i>	Identify areas of greatest need	Across all the data sets, the school system establishes areas of greatest need and the reasons these needs exist.			NA
	<i>Required</i>	Goals and metrics	The school system sets school system-level improvement goals for the areas of greatest need across all data sets and interim goals that indicate progress. The school system partners with principals to set school-level improvement goals that are aligned to the school system goals. The school system has metrics that accurately measure progress against all goals.			NA
Budget	<i>Required</i>	Analyze existing expenditures	The school system analyzes its expenditures (including federal, state/ local MFP) and determines which costs align with the areas of greatest need and where it can reprioritize or increase funding for those areas.			NA
	<i>Required</i>	Align grant budget	The school system's school redesign grant budget aligns to the areas of greatest need.			NA

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Core Academics	Required	High-quality curricula	The school system purchased a standards-aligned curricula for grades and subjects currently identified by the LDOE. The school system has eliminated all low-quality curricular resources.			
	Required	High-quality teacher professional development	The school system implements content-focused, job-embedded professional development linked to high-quality curricula for early childhood through grade 12, in all core subjects.			
	Required	High-quality assessments	The school system has chosen and purchased a standards-aligned local assessment system that limits testing time and aligns to high-quality curricula.			
	Optional	Post-graduation preparation (courses and funding)	The school system 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 school system ensures each student's post-graduation pathway is funded (e.g. FAFSA completion).			
	Optional	High-quality principal professional development	The school system identifies principals' instructional needs (e.g. content focused expertise, early childhood expertise, special education expertise) and provides aligned training and coaching.			
	Optional	Extended learning time	The school system 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.			
	Optional	Academic counseling	The school system 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.			

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Educator Workforce	Required	Teacher pipeline	The school system establishes formal teacher preparation partnerships to place teacher residents that will meet the specific workforce needs of the identified schools.			
	Optional	Educator evaluation and support	The school system 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.			
	Optional	Educator advancement	The school system establishes leadership roles (e.g., teacher leader, mentor, content expert) that ensure teachers have access to high-quality preparation and learning. The school system identifies high-performing educators for these roles through a structured process, and trains and supports (e.g. time and money) these educators.			
LEA Structures	Optional	Concentrate resources in a zone of low-performing schools	The school system 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.			
	Optional	Access to existing high-quality options	The school system increases access to identified high-performing schools across the school system for those students currently zoned to low-performing schools.			
	Optional	Increasing number of high-quality seats	The school system 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.			

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DSS	<i>Required</i>	DSS alignment with School Redesign plan	The school system aligns their Direct Student Services to interventions in their broader School Redesign Plan.			NA
	<i>Optional</i>	English Learners high quality instruction	The school system purchases a standards-aligned curriculum that embeds English language supports so that students access on-grade-level instruction alongside their peers.			
Supporting Subgroups of Diverse Learners	<i>Optional</i>	English Learners high quality instruction	Schools build master schedules for English learners that ensure they attend core content instruction with their peers and ensure that students receive Individualized instruction outside of those subjects only.			
	<i>Optional</i>	English Learners full school models	Schools with large populations of English learners adopt one of four recommended school models (as recommended in the EL guidebook) to support their outpaced growth.			
	<i>Optional</i>	Special education early and accurate identification	The school system uses high-quality screens that identify students with potential special needs and coordinates with partners (e.g. early steps, medical professionals) to facilitate early identification. Educators are trained on the tools and identification practices.			
	<i>Optional</i>	Special education high quality instruction and IEPs	The school system ensures each IEP includes ambitious goals aligned to diagnose individual student needs. Each IEP includes instructional supports that are aligned to the goals and provide access to grade-level learning.			
	<i>Optional</i>	Special education specialized supports and other services	The school system maintains consistent, systematic monitoring of students' progress in order to support the IEP teams to make appropriate adjustments in intensity, location, and frequency of supports and services for students according to their needs.			

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	<i>Optional</i>	Special education transition planning	The school system monitors student progress on IEP goals using key transition points (grade 3, 5, and 8) as opportunities for increasing general education participation and transition out of special education services when appropriate. For graduating students, high school offers opportunities that prepare students with the skills needed for success in college and/or the workplace.			
	<i>Optional</i>	Discipline	The school system has a school-wide tiered model of interventions and supports to prevent and address behavior problems and, if applicable, to provide coordinated early intervening services for students.			