

## SIG4 Proposal Review: Round 1 Checklist

Two members of the Bureau of School Improvement (BSI) team will read each proposal and supporting documentation in its entirety and complete this checklist to indicate the extent to which the proposal documents understanding of and detail to support the evaluation criteria required by the U.S. Department of Education (USED). The team will calibrate to ensure consistent ratings. To ensure a fair and competitive outcome, a threshold for the percentage of applicable points earned that will be required to proceed to Round 2 will be determined based upon the number of proposals received and the distribution of Round 1 scores.

<b>Point Value</b>	<b>Rating</b>	<b>Description</b>
0 points	Not Documented	The proposal reflects lack of understanding of evaluation criteria; lack of critical detail raises substantial questions.
1 point	Minimally Documented	The proposal reflects incomplete understanding of evaluation criteria and provides minimal detail.
2 points	Fully Documented	The proposal reflects thorough understanding of evaluation criteria and provides extensive detail.
N/A	Not Required/Not Applicable	The proposal was not required to include documentation of the evaluation criteria.

**\*A score for each item will be calculated by multiplying the assigned point value by the component value.**

<b>Item</b>	<b>Evaluation Criteria</b> <i>Where N/A, points will not be included in denominator.</i>	<b>Main Source(s)</b>	<b>Not Required (N/A)</b>	<b>Fully Documented (2)</b>	<b>Minimally Documented (1)</b>	<b>Not Documented (0)</b>	<b>Component Value*</b>
<b>1</b>	<b>NEEDS ASSESSMENT:</b> The district <u>analyzed the needs</u> of the identified implementation site(s) in each of the five domains and selected an intervention that is designed to meet the specific needs of the each site in <u>three or more of the five domains</u> , inspired by the 5Essentials Framework.	Part I: A. Part I: B.2.					<b>3</b>
	<b>FAMILY AND COMMUNITY INPUT:</b> The intervention selection takes into consideration <u>family and community input</u> .	Part I: B.1.b.					<b>2</b>
<b>2</b>	<b>PLAN MEETS REQUIREMENTS OF INTERVENTION:</b> The district designed and will implement interventions consistent with the <u>SIG requirements, per the respective intervention-specific checklists of required strategies</u> . <i>Where applicable, Items 12, 13 and 14 must be reviewed and considered in the score for Item 2.</i>	Part II: A.					<b>10</b>
<b>3</b>	<b>USE OF FUNDS:</b> The district demonstrated it will use SIG funds to provide <u>resources and related support</u> to each site in order to enable full and effective implementation of selected intervention on the first day of the first school year of full implementation.	Part IV					<b>1</b>

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4	<b>EXTERNAL PROVIDERS:</b> The district demonstrated how it has, or will, <u>recruit, screen, and select</u> external providers, to ensure their quality, and <u>regularly review and hold accountable</u> such providers for their performance.	Part II: B.5.					1
5	<b>ALIGNMENT OF RESOURCES:</b> The district demonstrated how it will align <u>other resources</u> with the selected intervention.	Part II: B.9. Part III: B.2.					2
6	<b>DISTRICT COMMITMENT:</b> The district demonstrated how it has or will modify practices or policies based upon lessons learned to enable <u>full and effective implementation</u> of selected intervention.	Part II: A.1.b. Part II: B.10.					4
7	<b>DISTRICT OVERSIGHT:</b> The district demonstrated how it will provide <u>effective oversight and support for implementation</u> of the selected intervention for each site.	Part II: B.2. Part II: B.7. Part III: E.					4
8	<b>FAMILY AND COMMUNITY ENGAGEMENT:</b> The district demonstrated how it will meaningfully engage families and the community in the implementation of the selected intervention(s) on an <u>ongoing basis</u> . <i>Note: Family and Community Engagement must be selected as one of the three domains being addressed for each implementation site.</i>	Part II: A.4. Part II: B.4.e.					2
9	<b>SUSTAINABILITY:</b> The district described how it will <u>sustain reforms</u> after the funding period ends.	Part II: B.9. Part V					3
10	<b>ACTION PLAN:</b> The district demonstrated <u>how it will implement strategies</u> in order to reduce or eliminate barriers to attainment of strategic goal(s).	Part III: D.					5
11	<b>DISTRICT CAPACITY:</b> The district demonstrated it has the <u>capacity</u> to provide adequate resources and related support (using SIG funds) in order <u>to enable full and effective implementation</u> of the selected intervention in each site.	Part II: B.1.					4

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Item	Evaluation Criteria—Intervention-Specific <i>Where N/A, points will not be included in denominator.</i>	Main Source(s)	Not Required (N/A)	Fully Documented (2)	Minimally Documented (1)	Not Documented (0)	Component Value
12	<b>RURAL ACOMMODATION:</b> The district, if eligible, proposes to <u>modify one element</u> of the turnaround or transformation model and has described how it will <u>meet the intent and purpose of that element</u> .	Part I: B.2.a.1. or Part I: B.2.a.2.					See Item 2
13	<b>EVIDENCE-BASED WHOLE SCHOOL REFORM:</b> The district demonstrated that the evidence supporting the model includes a <u>sample population or setting similar to that of the implementation site</u> to be served.	Part I: B.2.a.4.					See Item 2
	<b>EVIDENCE-BASED WHOLE SCHOOL REFORM:</b> The district has outlined <u>next steps for partnership</u> with a developer approved by USED.	Part I: B.2.a.4.					
14	<b>RESTART:</b> The district demonstrated it will conduct a rigorous review process of the charter school operator, CMO, or EMO that it has selected to operate or manage the implementation site(s).	Part I: B.2.a.5. Part II: B.5.					See Item 2

Bonus Item	Optional Strategies <i>Bonus points earned will be added to the numerator but not the denominator for the Round 1 score. A district that meets the Round 1 threshold without attempting bonus points will proceed to Round 2.</i>	Main Source(s)	Fully Documented (2)	Minimally Documented (1)	Not Documented (0)	Component Value
1	<b>COMMISSIONER’S LEADERSHIP ACADEMY (CLA):</b> The district agrees to send one instructional leader of each selected site and one instructional leader from the district to participate in the CLA in 2017-18 with the intent of becoming facilitators-in-training in 2018-19 and facilitators in 2019-20.	Part II: A.1.f.1. Part II: B.2.c.				10
	<b>Alternatively,</b> the district has included a rationale and plan to build instructional leadership capacity within the site(s) and the site supervisors.	Part II: A.1.f.2.				
2	<b>CONTINUOUS IMPROVEMENT DIRECTOR (CID):</b> The district agrees to hire and fund the salary, benefits, travel, and supplies for one FTE administrator dedicated to study (i.e., participate in the CID professional learning community) and support the implementation of SIG throughout the program period.	Part II: B.2.a.				10
	<b>Alternatively,</b> the district has a plan to meet the responsibilities and expectations of the CID without using the hiring process or reporting structure described in the CID Position Description.	Part II: B.2.b.				