**NATIONAL TITLE I DISTINGUISHED SCHOOL AWARD**

APPLICATION RUBRIC

|  | **12** | **8** | **4** | **0** |
| --- | --- | --- | --- | --- |
| **Previous Award Winner** | Has not been awarded the Distinguished School Award in the past two years | N/A | N/A | Has been awarded the Distinguished School Award in the past two years (Zero points here automatically disqualifies the school from the award) |
| **Data** | * Data provided is relevant and appropriate to support the claim of closing the achievement gap or exceptional student performance.
* Data clearly indicates that an achievement gap for subgroups is being closed or that the school is exceptionally high performing
* Multiple data sources are provided to support either claim for category
* Data provided is accurate and reflects official data provided by the department.
 | * Data provided is relevant and appropriate to support the claim of closing the achievement gap or exceptional student performance.
* Inferences about closing the achievement gap for subgroups or about exceptionally high performance can be drawn from the supported data
* Multiple data sources are provided to support the claim for either category
* Data provided is accurate and reflects official data provided by the department.
 | * Data provided is relevant, but not necessarily appropriate to support the claim for appropriate category
* Data provided is accurate and reflects official data provided by the department.
* Only one data source is provided to support the claim for the specific category being applied for.
* With sufficient background knowledge of the data supplied, inferences can be drawn regarding the support of the claim
 | * Data provided is not relevant, accurate or appropriate to support a claim for the category being evaluated.
 |
| **Use of Title I Funds** | * Answer provides clear explanation of the use of Title I funds to support new or innovative programs or initiatives.
* Use of Title I funds is clearly targeted toward improving student achievement.
 | * While student achievement might be high, the description of the use of Title I funds provides an opportunity for the reader to infer that the programs being supported are link to the improved student achievement.
* Programs or initiatives are not necessarily new or innovative, but are effective
 | * Connection between the programs or initiatives and student achievement is limited
* Programs supported are not new or innovative, inferences have to be drawn about the effectiveness of the programs.
 | * Programs and initiatives supported by Title I Funds do not appear to support student achievement
* Programs are not new or innovative
 |
| **Strategies used to support student achievement** | * Clear connection between the strategies provided and student success
* Clear description of how the strategies will be continued in the future
* Strategies are research based
* Coordination between Title I and other programs is evident
* Clear evidence of partnerships with parents and communities
 | * All required elements are included in the response, however the link between the strategies and student achievement is not highlighted
* Strategies are not highlighted as researched based
* Explanation of one or more of the following is minimal:
	+ Coordination between Title I and other programs
	+ Professional development
	+ Community partnerships
 | * Several required elements are missing
* There is a link between student achievement and strategies, but the reader needs to infer the link
* Research nature of the strategies is vague
* Explanation of most of the following is either missing or unclear:
	+ Coordination between Title I and other programs
	+ Professional development
	+ Community partnerships
 | * Required elements are missing
* No link between strategies and student achievement is provided
* Strategies are not research based
* No explanation for:
	+ Coordination between Title I and other programs
	+ Professional development
	+ Community partnerships
 |
| **Additional Documentation** | * Documentation is appropriate and clearly supports the selection of the school for the award.
 |  |  | * Documentation is not appropriate and does not support the selection of the school for the award.
* No additional documentation is supplied
 |