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|  | 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 |