

Instructional Improvement Systems Grant

Request for Applications

RFA# *DCGD0-2011-A-0003*

District of Columbia



Office of the State Superintendent of Education

RFA Release Date: March 25, 2011

Application Submission Deadline: May 20, 2011

Late Applications Will Not Be Considered For Awards

**Instructional Improvement Systems Grant
REQUEST FOR APPLICATIONS**

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Checklist for Application Instructional Improvement Systems Grant

- The applicant is submitting one (1) three-ring-bound original application and one (1) electronic version emailed to osse.rttt@dc.gov. All submissions are clearly identified as an “*Application in Response to Instructional Improvement Systems Grant RFA# DCGD0-2011-A-0003.*”

- All applications are blindly scored. The applicant’s name, staff names, project’s name, or any other identifier that will reveal the identity of the applicant may not appear anywhere in the application narrative or attachments, with the exception of legal documents, signed assurances, and the application cover page.

- The applicant has responded to all sections of the Request for Applications and the application contains all of the information and attachments requested.
 - Application Cover Page is complete and is the first page of the application
 - Tab 1: Executive Summary
 - Tab 2: Table of Contents
 - Tab 3: Program Design
 - Tab 4: Strategic Plan
 - Tab 5: Budget Narrative
 - Tab 6: Performance Measures
 - Tab 7: Competitive Preference Priorities
 - Tab 8: Required Appendices
 - Appendix 1: Budget Form
 - Appendix 2: Logic Model
 - Appendix 3: Performance Measures
 - Appendix 4: Agreement to Comply with Assurance Provisions
 - Tab 9: Additional Appendices

- The application narrative (tabs 3 – 6) does not exceed thirty (30) pages.

- The applicant is submitting both electronic and hard copies to the OSSE no later than 5:00 p.m. on May 20, 2011.

**Office of the State Superintendent of Education
Request for Applications RFA# DCGD0-2011-A-0003
Instructional Improvement Systems Grant**

1 GENERAL INFORMATION

1.1 Introduction

On August 24, 2010, the District of Columbia was awarded a Federal Race to the Top grant to enhance citywide comprehensive education reform across four key areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success as well as inform teachers and principals on how to improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around the lowest performing schools.

Each charter school local education agency (LEA) participating in Race to the Top signed a memorandum of understanding (MOU) which requires the development of a local instructional improvement system to collect, analyze, and use data to improve instruction. To further support these efforts, the District of Columbia Office of the State Superintendent of Education (OSSE) will provide supplemental Race to the Top funding through a competitive grant. Participating charter LEAs are eligible to compete for the Instructional Improvement Systems grant by submitting proposals demonstrating the ability to develop a comprehensive instructional improvement system and implement it throughout their LEAs. Successful applicants will be able to demonstrate how this will assist in closing the achievement gap in the District of Columbia.

Preference will be given to applications that demonstrate the ability to benefit more than one LEA in the District of Columbia.

1.2 Definitions

The following terms have been defined in order to help applicants better prepare their responses to the Instructional Improvement Systems Request for Applications (RFA):

Instructional Improvement Systems: As defined by the U.S. Department of Education, instructional improvement systems are technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (e.g., through formative assessments, interim assessments, summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time reporting;

using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Participating LEAs: For the purposes of this RFA, participating LEAs are public charter LEAs that have committed to Race to the Top.

1.3 Purpose

Charter LEAs face many challenges connected to data analysis. For many charter LEAs, data is isolated in several different systems that lack the ability to provide comprehensive student level data to teachers. Additionally, many systems lack the ability to analyze assessment and standards-based classroom performance data in a way that can inform instruction. The OSSE seeks to provide Race to the Top participating charter LEAs with supplemental funding to develop instructional improvement systems (as defined in Section 1.2) that will equip teachers with student-level data. An instructional improvement system enables teachers and administrators to analyze student information and use their unique expertise to target instructional materials and resources, based on the collected data. Participating LEAs are encouraged to develop consortia to maximize their resources and develop shared systems that can meet group and individual school needs.

1.4 Eligibility

Participating charter LEAs or consortia of participating charter LEAs are eligible to apply for an Instructional Improvement Systems grant. Individuals are not eligible to apply. Each application must include evidence of satisfying all requirements of eligibility and demonstrate experience and expertise regarding the work described in this RFA. Applicants must be in good standing with and be qualified to do business in the District of Columbia. Applicants must also be in good standing with the Public Charter School Board (PCSB) and the OSSE.

If a consortium applies for funding, the lead LEA should submit a single application on behalf of all of the partners.

Attachment H lists all eligible LEAs.

1.5 Pre-Application Conference

A mandatory pre-application conference will be held on **March 31, 2011, from 2:00 – 4:00 p.m.** at 810 First Street, NE, 9th Floor, Room 9014, Washington, DC, 20002. All LEAs that will apply as the lead LEA for an application must attend; however, all participating LEAs are encouraged to attend.

1.6 Sources of Grant Funding

The United States Congress, through the American Recovery and Reinvestment Act of 2009, Public Law 111-5, awarded funds to the District of Columbia through the Race to the Top competitive grant for initiatives such as those contained in this Request for Applications.

1.7 Funds Available and Funding Period

A total of \$5,000,000 in funds will be available for this grant competition. There is no minimum or maximum number of grants possible. The funds are available for a period of up to 39 months from the date of award, not to extend past September 23, 2014. The applicant should provide a budget that corresponds to the length of the intended grant period. The total duration of this grant shall not exceed 39 months; therefore, no budget and budget narrative shall be for more than 39 months.

Grant award payments will be made in accordance with the OSSE's reimbursement policy, the approved grant application, performance objectives, and accompanying project budget. All expenditure information must be kept in accordance with Federal regulations and OSSE guidelines. Recipients must comply with reporting and meeting requirements, as outlined in Section 3.2.

1.8 Permissible Use of Funds

Instructional Improvement Systems grant funds may only be used for activities or services that accomplish one or all of the following activities:

- Develop or enhance a data integration tool that enables teachers and administrators to access and use student-level data to inform classroom instruction;
- Develop or enhance school, LEA, or consortia's ability to provide common planning or meeting time for teachers, data coaches, and administrators;
- Provide professional development on how to use the data integration tool to make instructional decisions; and,
- Develop instructional resources aligned with student skill levels.

1.9 OSSE Contact Person

For further information, please contact:

Lauren Weisskirk
Office of the State Superintendent of Education
810 First Street, NE
9th Floor
Washington, DC 20002
(202) 481-3854
osse.rttt@dc.gov

2 SUBMISSION OF APPLICATION

2.1 Application Submission Date and Time

Applications are due on May 20, 2011 by 5:00 p.m. Applications received after this time will not be forwarded to the review panel. Any additions or deletions to an application will not be accepted after the deadline. Applicants will not be allowed to assemble application materials on the OSSE's premises. Applications must be ready for receipt by the OSSE.

The applicant must submit one (1) three-ring-bound hard copy original application and one (1) electronic version emailed to osse.rttt@dc.gov. The electronic copy should be submitted in no more than three (3) PDF attachments.

Hand delivery is to the following location:

The Office of the State Superintendent of Education
810 First Street, NE
9th Floor
Washington, DC 20002
Attention: Lauren Weisskirk

2.2 Messenger Delivery

Applications that are delivered by messenger service must be sent in sufficient time to be received at the above location by the 5:00 p.m. deadline on May 20, 2011. Applications arriving via messenger service after the posted deadline will not be forwarded to the review panel.

2.3 Review Panel and Decision on Awards

The review panel for this RFA will be composed of neutral, qualified professionals who have been selected for their unique and related experiences. The panel will review, score, and rank each applicant's proposal based on the established rubric (see Attachment G). When the panel has completed its review, it shall make recommendations for funding based on the Proposal Requirements. The recommendations of the review panel are advisory only and not binding on the OSSE. The OSSE will make the final decisions regarding Instructional Improvement Systems grant awards.

3 PROGRAM SCOPE

Applicants shall develop instructional improvement systems, as defined in this RFA, to support teachers and administrators in using student data to inform instruction as well as to inform strategies for teacher professional growth. Successful instructional improvement systems reflect an LEA's approach to make real-time classroom decisions, target professional development for teachers, and provide instructional resources designed to meet students at their levels. Instructional improvement systems are integrated into many aspects of schools and LEAs, and can be directly tied to other education reforms presented in

DC's Race to the Top award, such as student growth measures and integration of the Common Core State Standards.

3.1 Requirements for Instructional Improvement Systems

The criteria listed in this section reflect the common traits of effective instructional improvement systems. Successful applications will demonstrate the ability to create or enhance an instructional improvement system that meets these requirements. This list was developed in consultation with a working group consisting of representatives from charter LEAs, the OSSE, District of Columbia Public Schools, and local non-profit organizations. It represents the minimum requirements necessary for an effective instructional improvement system; applicants should not feel constrained by this list and should describe all aspects of their proposed systems.

- **Design Process Elements – how the applicant(s) will develop and implement the instructional improvement system:**
 - Phased deployment and field testing with schools and LEAs
 - Stakeholder buy-in developed at each phase (e.g., principals, teachers, support staff)
 - Data elements are clearly identified, and the applicant describes a process to evaluate this data and identify new data elements to include in the system
 - Sufficient resources identified or available to design and implement instructional improvement system (e.g., computers, instructional materials, personnel)

- **Data Integration Tool Elements – characteristics and functionality necessary for effective data integration tools:**
 - Adaptability of platform to the LEA's data system and interim assessments
 - Ability to pull data from student information systems to produce a longitudinal, 360-degree view of a student, which includes:
 - Attendance, grades, standards-based assessment data, and behavior data
 - Alignment with and incorporation of SLED and other student data systems
 - Reporting tools that employ graphs and visualizations
 - Seamless integration of Common Core Standards, student growth measure, adjusted cohort rate graduation measure, and dropout risk
 - Trends in standards-based performance by student, classroom, teacher, grade, and school

- **Professional Development Elements – how the applicant(s) will prepare staff to incorporate the instructional improvement system in both the LEA and the classroom:**
 - Extensive professional development during the adoption phase and ongoing
 - Frequency, goals, and participants for professional development are clearly defined

- Professional development is provided on both how to use the tool as well as how to use the data to inform next steps for teaching and learning
- Alignment with other professional development provided in the LEA/school
- LEA/school structure allows for common planning and meeting time

3.2 Reporting Requirements

Consortia of LEAs who are awarded Instructional Improvement System grants are expected to identify one LEA lead, which will coordinate reporting for each consortium. The OSSE will request a total of seven (7) reports from each lead recipient over the life of the grant:

- Semi-annual progress and financial reports to be submitted each October;
- Annual progress and financial reports for years 1, 2 and 3 of the grant, to be submitted each May; and,
- Final report to be submitted in September, 2014.

In addition to these written reports, the OSSE will convene several meetings over the life of the grant to foster communication among consortia and to capture promising practices that can be shared with LEAs who are not awarded Instructional Improvement Systems grant funds. These meetings are mandatory for lead LEAs and strongly encouraged for all LEAs who are developing or enhancing instructional improvement systems. These include:

- Post-award conference in either June or July, 2011;
- Progress meetings each October; and,
- Final celebration and presentations in September, 2014.

4 APPLICATION CONTENT

4.1 Description of Application Technical Requirements

The OSSE reserves the right to disqualify any application that does not meet the following requirements.

Applicants must use the following format standards in completing the application. The review panel will not review applications that do not conform to these requirements. The format standards for this grant are:

- Application narrative cannot exceed thirty (30) double-spaced pages;
- Entire application must be single-sided;
- Entire application must be submitted on 8½ by 11-inch paper;
- Margins for the entire application must be one inch;
- Entire application must be typed in 12-point font and typed only in Times New Roman, Courier, or Calibri; and,

- All pages must be numbered.

Applicants must submit one (1) three-ring-bound original application and one (1) electronic version emailed to osse.rttt@dc.gov. Envelopes or packages used to deliver the application must be clearly identified as an “*Application in Response to Instructional Improvement Systems Grant RFA# DCGD0-2011-A-0003.*”

The applicant’s name, staff names, or any other identifier that will reveal the identity of the applicant may not appear anywhere in the application narrative or attachments, with the exception of the cover page and legal documents or signed assurances. All supporting documents that the applicant would like the reviewers to consider must be redacted so that the LEA(s) cannot be immediately identified.

The cover of the hard copy submission must clearly display the cover page (Attachment A). The application must contain all of the following tabs with the requested information.

- Tab 1: Executive Summary
- Tab 2: Table of Contents
- Tab 3: Program Design
- Tab 4: Strategic Plan
- Tab 5: Budget Narrative
- Tab 6: Performance Measures
- Tab 7: Competitive Preference Priorities
- Tab 8: Required Appendices
 - Appendix 1: Budget Form
 - Appendix 2: Logic Model
 - Appendix 3: Performance Measures
 - Appendix 4: Agreement to Comply with Assurance Provisions
- Tab 9: Additional Appendices

4.2 Description of Application Content

The purpose and content of each section is described below. Applicants should include all information necessary to adequately describe the proposed project.

Tab One – Executive Summary: Applicants may use this section to: 1) provide a brief background and history of the LEA(s); 2) describe the applicant’s academic program(s) and any associated unique characteristics; 3) provide an overview of the proposed project; and 4) describe any distinct characteristics of the project’s leadership team. The executive summary should be no more than two (2) pages.

Tab Two – Table of Contents: The Table of Contents should list major sections of the application with a quick reference page index.

Tab Three through Six – Selection Criteria: Each of the responses to the four (4) selection criteria should demonstrate thoughtfulness and thoroughness. Applicants are to address all the elements within each criterion and provide evidence to enhance the response when applicable.

Tab Seven – Competitive Preference Priorities: One competitive preference priority is included within the Instructional Improvement Systems grant RFA. Applicants may only respond to the competitive preference priority if all of the selection criteria are addressed in Tabs Three through Six. Applicants are only eligible to receive competitive preference points if their score on the selection criteria is equal to or greater than seventy percent (70%).

Tab Eight – Required Appendices: Applicant is to include the following required appendices identified in the Instructional Improvement Systems grant RFA:

- Appendix 1: Budget Form
- Appendix 2: Logic Model
- Appendix 3: Performance Measures
- Appendix 4: Agreement to Comply with Assurance Provisions.

Tab Nine – Additional Appendices: Applicants may include limited additional information that will enhance the application. Applicants are not permitted to include additional narrative in this section. Applicants may only submit additional materials such as letters of support, evidence of staff buy-in, partnership agreements, and confirmation of federal 501(c)(3) status.

5 SELECTION CRITERIA

The following selection criteria will assist participating LEAs in their efforts to develop an application that demonstrates the ability to design, enhance, and implement instructional improvement systems. Applicants must respond to all four (4) selection criteria and score at least seventy percent (70%) to be eligible to be considered for an award or to receive competitive preference points. Applications will be objectively reviewed by the review panel against the specific criteria provided. The review panel will score and rank the applications; however, final funding determinations will be made by the OSSE.

Each element addressed by the applicant is to be supported by a thorough response to each of the element's corresponding indicators identified in the rubric found in Attachment G.

5.1 Criterion A: Program Design (40 points)

The applicant describes the need for the instructional improvement system and outlines its proposed system that addresses the minimum requirements provided in 3.1: Program Scope. The applicant describes its theory of change, which is supported by a logic model submitted as Appendix 2.

5.2 Criterion B: Strategic Plan (20 points)

The applicant provides a strategic plan that describes how it will develop and implement the instructional improvement system described in the Program Design section. The strategic plan includes, but is not limited to, the following:

- Capacity, experience, and expertise of staff and/or proposed contractors who will be implementing and overseeing the proposed project;
- Past experience and success of the LEA, LEA partners, or vendors in this area of work;
- LEA's critical points of contact, staff responsibilities, reporting arrangements, and description of the relationship between partner LEAs (if applicable);
- Execution strategy to immediately begin or continue the proposed project upon award notification (applicants are encouraged but not required to include a Gantt chart as part of the execution strategy); and,
- Incorporation and/or adaptation of effective and successful practices from other successful instructional improvement systems.

5.3 Criterion C: Budget and Budget Narrative (20 points)

The proposed budget narrative should clearly describe how the applicant will fund the activities outlined in Criteria A and B. The completed budget form should be included in the application as Appendix 1. The applicant shall utilize cost-effective means in the implementation, administration, and management of the project without jeopardizing the quality of the services provided. The detailed budget narrative must present a justification of all expenditures and the basis used to derive the proposed costs.

5.4 Criterion D: Performance Measures (20 points)

In addition to the narrative in this section, participants will submit performance measures as Appendix 3. This section allows the applicant to describe its program evaluation plan that is aligned with the logic model, including specific outcomes or metrics that will be used to measure the success of the project. Applicants should also include plans or processes to evaluate the success of the project at key times against these performance measures and to modify their program as necessary to achieve their goals. Applicants may choose to include a decision matrix as part of this project modification plan. The following prompts are intended to guide the applicant in the development of the program evaluation plan, and the list is not intended to be exhaustive.

Applicants could choose to describe the projected impact of the instructional improvement system on:

- Teacher instruction and effectiveness;
- Student outcomes;
- School structures;
- Student intervention strategies;
- LEA/school leadership capacity;
- LEA/school culture; and,
- Adopting and sharing effective practices.

5.5 Competitive Preference Priorities (20 points)

This competition includes one (1) competitive preference priority. Applicants may only respond to the competitive preference priority if all of the selection criteria are addressed in Tabs Three through Six. Applicants will only receive competitive preference points if their score on the selection criteria is equal to or greater than seventy percent (70%). Up to an additional twenty (20) points may be added to the application.

- **Competitive Preference Priority (20 Points)**

Instructional Improvement System grant application reflects a partnership or consortium with at least three (3) Race to the Top participating LEAs, as evidenced by signed partnership agreements that clearly define roles, responsibilities and reporting structure between partners. Consortia must designate one LEA as the lead entity, and this lead will be the primary grant recipient that is responsible for coordinating reporting and distributing funds.

6 GENERAL PROVISIONS

6.1 Race to the Top Assurances

The applicant must certify that it will continue to follow the same Race to the Top assurances by completing Attachment F “Agreement to Apply with Assurance Provisions” and attaching it as Appendix 4 in the application.

6.2 Conflict of Interest

Subgrantees must avoid apparent and actual conflicts of interest when administering grants.

7 ATTACHMENTS

- **Attachment A: Cover Page** – applicants complete and submit this form as the first page of the grant application.
- **Attachment B: Original Receipt Form** – applicants submit this form along with their grant applications. The OSSE will return a copy to applicants for their records, indicating date and time received.
- **Attachment C: Budget Form** – applicants complete the budget form and include it with their applications as Appendix 1.
- **Attachment D: Logic Model Template** – applicants provide a logic model as Appendix 2 of their application. Applicants are not required to use the provided template; however, all applicants must submit a logic model.
- **Attachment E: Performance Measures Template** – applicants provide the performance measures associated with their grant applications as Appendix 3. Applicants are not required to use the provided template; however, all applicants must submit performance measures.

- **Attachment F: Agreement to Comply with Assurance Provisions** – applicants complete and submit this agreement as Appendix 4 in their applications.
- **Attachment G: Scoring Rubric** – the review panel will assess grant applications based on the criteria and scale in the attached rubric.
- **Attachment H: Eligible LEAs** – lists the thirty-one (31) LEAs that are eligible to receive funds under this grant.

Attachment A: Application Cover Sheet

Application Cover Sheet		
Organization Name:		
Contact Name:	Title:	Phone:
Address:		Fax:
City:	State:	ZIP Code:
Email Address:		Phone:
Name of Project:		Total Funds Requested: \$
LEAs and/or other organizations with whom the applicant will work:		
Project Description:		
Certification		
I certify to the best of my knowledge, the information contained in this application is correct and complete and that the organization and its representatives will carry out all programs or activities related to Instructional Improvement Systems grant.		
Printed Name and Title of Authorized Person:		
Signature:	Date (MM/DD/YYYY):	

Attachment B: Original Receipt Form

**Original Receipt
Race to the Top Instructional Improvement Systems Grant
RFA # DCGD0-2011-A-0003**

The Office of the State Superintendent of Education is in receipt of the application submitted by:

(Contact Name/Please Print Clearly)

(Organization Name)

(Address, City, State, Zip Code)

(Phone)

(Fax)

(Project Title)

OSSE USE ONLY:

Please Indicate Time:

_____ Applications with Original

RECEIVED ON THIS DATE

_____/____/____

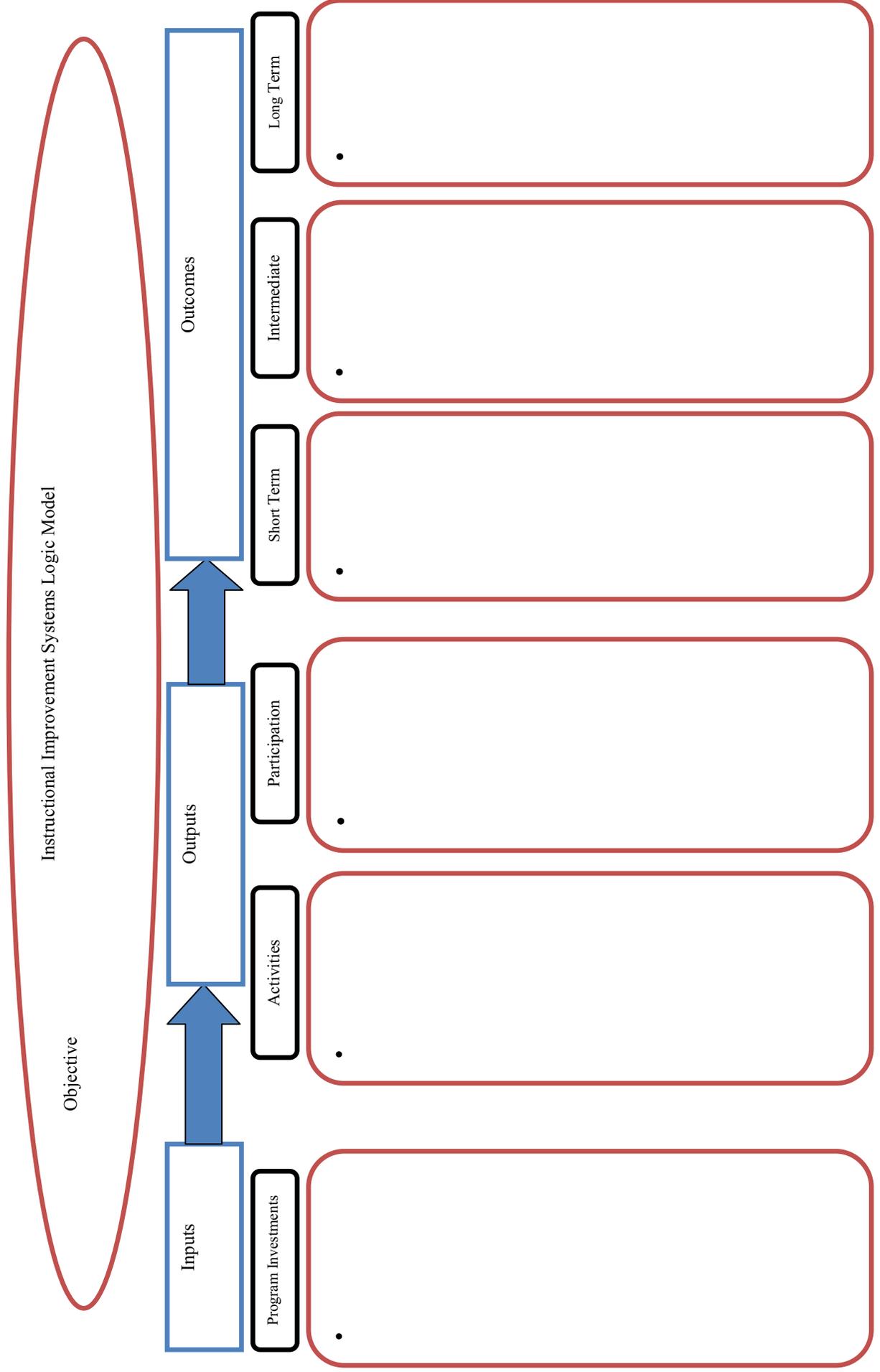
Received by: _____

LATE APPLICATIONS WILL NOT BE CONSIDERED FOR AN AWARD

Attachment C: Budget Workbook

The Instructional Improvement Systems budget form is available for download on the [OSSE website](#) and the [Race to the Top google website](#).

Attachment D: Logic Model Template



Attachment E: Performance Measures Template

Instructional Improvement Systems Performance Measures

Objective:

Process Performance Measures

Outcome Performance Measures

Attachment F: Agreement to Comply with Assurance Provisions

**Race to the Top
Instructional Improvement Systems Grant
Certification**

Assurances Certification

Applicant should review the *ARRA – Race to the Top – Local Education Agency Assurances* to determine the assurances to which they are required to attest. Signature of this form provides for applicant’s compliance with all of the assurances applicant previously read and agreed to as a condition of receiving Race to the Top funds. Applicant submitted a signed copy of such assurances to the Office of the State Superintendent of Education pursuant to the District of Columbia Race to the Top Guidance and Frequently Asked Questions.

Office of the State Superintendent of Education
810 First St., NE, 9th Floor
Washington, DC 20002
(202) 741-5941
osse.rttt@dc.gov

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the assurances outlined in the *ARRA – Race to the Top – Local Education Agency Assurances* previously signed and submitted to the OSSE.

Applicant Name and Address:			Date:
Name of Authorized Representative:	Title of Authorized Representative:	Signature:	

Attachment G: Scoring Rubric

**Race to the Top
Instructional Improvement Systems Grant
Scoring Rubric**

This scoring rubric is for evaluating the Instructional Improvement Systems grant funded by the District of Columbia’s Race to the Top grant. The rubric provides guidance to review panel members on making funding recommendations to the District of Columbia Office of the State Superintendent of Education (OSSE). The scoring rubric aligns with the four (4) selection criteria and the one (1) competitive preference priority identified in the RFA.

The rubric assigns a score for the four (4) selection criteria using the following scale:

Completely meets criterion
Substantially meets criterion
Partially meets criterion
Minimally meets criterion
Fails to meet criterion
<i>Please do not assign any score other than the given options for each criterion.</i>

The rubric assigns a score for the competitive preference priority using the following scale:

Completely meets priority
Fails to meet priority
<i>Please do not assign any score other than the given options for each priority.</i>

As a reviewer, it is valuable for the OSSE as well as the applicant to know your thoughts about the application. Therefore, please provide comments under the “strengths” and “weaknesses” area after each section. Your comments may be shared with the applicant, so be thoughtful in your comments remarks. Please type the scores and comments directly into the spaces provided.

The scoring is based on a 100 point scale, with a minimum score of 70 points required for the application to be considered eligible for funding and to be awarded any competitive preference points. If the application score for the selection criteria is below 70 points total, the review panel may deny the application based upon its overall weakness.

You are to assign a score to each criterion and competitive preference priority after you review the LEA’s application. Your final funding recommendation to the OSSE should be based on all relevant information within the application. The review panel’s recommendations are the primary factor in the OSSE’s decision about whether or not to award a grant; however, the final decision remains with the OSSE.

Thank you for your time and participation in the Race to the Top Instructional Improvement Systems Grant application.

Criterion A: Program Design (40 points total)				
Design Process				
Standards required to satisfy the Design Process criterion:				
<ul style="list-style-type: none"> ○ Phased deployment and field testing. ○ Stakeholder buy-in developed at each phase. ○ Data elements to be incorporated are clearly identified and a process is in place to examine what information is captured. ○ Sufficient resources identified or available to design and implement instructional improvement system (e.g., computers, instructional materials, personnel). 				
Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	3	5	7	10
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total Points for Design Process: _____/10 points				
Data Integration Tool Elements				
Standards required to satisfy the Data Integration Tool criterion:				
<ul style="list-style-type: none"> ○ Adaptability of platform to the LEA's data system and interim assessments. ○ Ability to pull data from student information systems to produce a longitudinal, 360-degree view of a student, which includes: <ul style="list-style-type: none"> ● Attendance, grades, standards-based assessment data, and behavior data. ● Alignment with and incorporation of SLED and other student data systems. ○ Reporting tools that employ graphs and visualizations. ○ Seamless integration of Common Core Standards, student growth measure, adjusted cohort rate graduation measure, and dropout risk. ○ Trends in standards-based performance by student, classroom, teacher, grade, and school. 				
Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	5	8	11	15
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total Points for Data Integration Tool: _____/15 points				
Professional Development				
Standards required to satisfy the Professional Development (PD) criterion:				
<ul style="list-style-type: none"> ○ Extensive PD during the adoption phase and ongoing. ○ Frequency, goals, and participants for PD are clearly defined. ○ PD is provided on both how to use the tool as well as how to use the data to inform next steps for teaching and learning. ○ Alignment with other PD provided in the school/LEA. ○ LEA/school structure allows for common planning and meeting time. 				
Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	5	8	11	15
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total Points for Professional Development: _____/15 points				

Criterion B (20 points total)				
Strategic Plan				
Standards required to satisfy the Strategic Plan criterion:				
<ul style="list-style-type: none"> ○ Capacity, experience, and expertise of staff or contractors who will be implementing and overseeing the proposed project. ○ Past experience and success in this area of work. ○ LEA's critical points of contact, staff responsibilities, reporting arrangements, and description of the relationship between partner LEAs (if applicable). ○ Execution strategy to immediately begin or continue the proposed project upon award notification. ○ Incorporation or adaptation of effective practices and concepts from other successful instructional improvement systems. 				
Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	5	10	15	20
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total Points for Business Plan: _____/20 points				
Criterion C (20 points total)				
Budget				
Standards required to satisfy the Budget criterion:				
<ul style="list-style-type: none"> ● Alignment with the Program Design elements. ● Cost-effective means of implementing, administrating, and managing the project without jeopardizing the quality of the services provided. ● Reasonableness of the budget to carry out the proposed project activities outlined in the application. ● Demonstration of a significant return on investment. 				
Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	3	5	7	10
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total Points for Budget: _____/10 points				
Budget Narrative				
Standards required to satisfy the Budget Narrative element:				
<ul style="list-style-type: none"> ● Alignment with overall project plan. ● Justification for each line item. ● Explanation of how budget figures were calculated. 				
Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	3	5	7	10
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total Points for Budget Narrative: _____/10 points				
Criterion D (20 points total)				
Performance Measures				
Standards required to satisfy the Performance Measures criterion:				
<ul style="list-style-type: none"> ● A logic model is present and alignment exists between inputs, outputs, and outcomes. ● An evaluation plan that includes, but is not limited to, project objectives, performance measures, and a project modification plan. 				

<ul style="list-style-type: none"> Project objectives are measurable, relevant, and relate directly to the goal of the proposed project. Performance measures are present, aligned with the logic model, and provide a quantitative metric that is relevant to the project objectives. A plan for using the performance measures to inform the need for modification to the project in order for the project to be successful. 				
Fails to meet criterion	Minimally meets criterion	Partially meets criterion	Substantially meets criterion	Completely meets criterion
0	5	10	15	20
<i>Strengths:</i>				
<i>Weaknesses:</i>				
Total Points for Performance Measures: _____/20 points				

Competitive Preference Priorities (20 Points Total)	
Competitive Preference Priority #1 – Collaboration (20 points)	
<ul style="list-style-type: none"> Application reflects a partnership or consortium with at least three (3) Race to the Top participating LEAs, as evidenced by signed partnership agreements that clearly define roles, responsibilities and reporting structure between partners. Consortia must designate one LEA as the lead entity, and this lead will be the primary grant recipient that is responsible for coordinating reporting and distributing funds. 	
Fails to meet the Preference Priority	Completely meets the Preference Priority
0	20
<i>Strengths:</i>	
<i>Weaknesses:</i>	
Total Points for Preference Priority #1 _____/20 points	

SECTION TOTALS	SCORE
A – Program Design	/40 points
B – Strategic Plan	/20 points
C – Budget and Budget Narrative	/20 points
D – Performance Measures	/20 points
Selection Criteria Total:	/100 points
E – Competitive Priority #1: Collaboration	/20 points
Competitive Preference Priority Total:	/20 points
FINAL SCORE:	

Fund Application?	YES/NO
If no, would you partially fund?	YES/NO
If yes, how much?	\$
Overall Comments:	

Attachment H: Eligible LEAs

Eligible Applicants

Achievement Preparatory Academy Public Charter School
AppleTree Early Learning Public Charter School
Arts & Technology Academy Public Charter School
Bridges Public Charter School
Capital City Public Charter School
Center City Public Charter School
Cesar Chavez Public Charter School
Community Academy Public Charter School
DC Bilingual Public Charter School
DC Preparatory Public Charter School
Elsie Whitlow Stokes Public Charter School
Euphemia L. Haynes Public Charter School
Excel Academy Public Charter School
Friendship Public Charter School
Hope Community Public Charter School
Hospitality Public Charter School
Hyde Leadership Public Charter School
Ideal Academy Public Charter School
Imagine Southeast Public Charter School
IDEA Public Charter School
KIPP DC Public Charter School
Maya Angelou Public Charter School
Meridian Public Charter School
Options Public Charter School
Paul Public Charter School
Potomac Lighthouse Academy Public Charter School
School for Arts in Learning Public Charter School
Thurgood Marshall Academy Public Charter School
Tree of Life Public Charter School
William E. Doar, Jr. Public Charter School