

NATIONAL ESEA 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	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Data provided is not relevant, accurate or appropriate to support a claim for the category being evaluated.

<p>Use of Title I Funds</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Programs and initiatives supported by Title I Funds do not appear to support student achievement ● Programs are not new or innovative
<p>Strategies used to support student achievement</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Coordination between Title I and other programs ○ Professional development ○ Community partnerships 	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Coordination between Title I and other programs ○ Professional development ○ Community partnerships 	<ul style="list-style-type: none"> ● Required elements are missing ● No link between strategies and student achievement is provided ● Strategies are not research based ● No explanation for: <ul style="list-style-type: none"> ○ Coordination between Title I and other programs ○ Professional development ○ Community partnerships

Additional Documentation	<ul style="list-style-type: none">• Documentation is appropriate and clearly supports the selection of the school for the award.			<ul style="list-style-type: none">• Documentation is not appropriate and does not support the selection of the school for the award.• No additional documentation is supplied
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