State Personnel Development Grant

*Any area with a *no* or *zero*, ODE may request follow up information

*In an effort to distribute state supports equitably and efficiently, ODE may consider potential alignment and/or number of other district initiatives and well as regional capacity for providing supports.

Application Scoring Summary

LEA Name: _____   **Scorer:** _____

Notification of Intent to Apply			
	Signature of Superintendent	Required	
Application Packet			
Section A:	Checklist Questions	No Points and follow up on any questions with a no	
Section B:	Narrative Response Questions		
	1. Leadership, Vision, Alignment	/3 points	
	2. Implementation of Tiered Systems	/3 points	
	3. Infrastructure to Support Coaching	/3 points	
	4. Data-Based Decision Making Routines	/3 points	
			/12 points
Section C:	Signatures		
Section D:	Other Factors	Green, Yellow, Red	
	1. Coaching capacity		
	2. Existing supports		
	3. Opportunities for Growth and Learning		

Selection Criteria and Evaluation Rubric

Section A: Checklist
Section B: Narrative (12 points)
Section C: Signatures
Section D: Risk Ranking

	Reviewer Asks First	Reviewer Plans follow up as needed
Section A: Checklist Questions	**Are any responses "no" after asking if willing to implement?** **Of the questions in the lit/math/behavior table, is the district willing to implement all pieces related to their identified focus area within MTSS?**	**If so, which ones and what is the follow up?** **If not, what is the follow up?**

Section B: Narrative Response Questions (12 points)

Section B: Narrative Response Questions

Please adhere to the following format for narrative response questions:

- **Times New Roman, 12 pt. font**
- **1 inch margins**
- **Double spaced**
- **Maximum 4 pages**

Question 1: Leadership, Vision, Alignment Why is the district applying and how will this opportunity align with other initiatives and supports, state-sponsored or otherwise, in support of district priorities?	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed, includes data or examples)
Addresses how participation will align with other initiatives and programs in support of district vision and priorities	0	1	2	3
Reviewer Comments:				
			TOTAL POINTS	**/3**

Question 2: Implementation of Tiered Systems Has your district implemented an MTSS framework or tiered system of support? If so, please describe this experience, including number of schools involved. How will participation in the SPDG further your implementation of an MTSS framework?	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed, includes data or examples)
Addresses whether district has implemented MTSS or other tiered approach **If yes, provides information about implementation efforts and how SPDG will support** **If no, provides information about how district anticipates SPDG participation will further implementation of tiered systems**	0	1	2	3
Reviewer Comments:				
			TOTAL POINTS	/3

Question 3: Infrastructure to Support Coaching Describe your capacity to select and support a coach, including how the coach will work with leadership teams at the school and district levels. How will your district's teaming structures incorporate systems and instructional coaching to further implementation of an MTSS?	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed, includes data or examples)
Addresses how the district will use infrastructure to support systems coaching, including leadership teams at district and building **If no, address whether the district has the capacity to establish a structure to support systems coaching** **If yes, describe how the district currently uses district and building infrastructure to support MTSS implementation**	0	1	2	3
Reviewer Comments:				
			TOTAL POINTS	/3

Question 4: Data-Based Decision Making Routines How does your district use data to identify inequities among student groups and within systems, and how does the district use these data to make decisions to address these inequities? Provide an example of a district-level decision that reflects using systems or outcome data to drive change.	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed, includes data or examples)
Identifies how district uses student group-level data to make decisions **If no, then describes how district or schools use data to make decisions** **If yes, then includes example of a data-based decision using systems or outcome data**	0	1	2	3
Reviewer Comments:				
			TOTAL POINTS	**/3**

Section C: Signatures	Is the section complete? Did the district identify other initiatives/supports?	If no, what is the follow up? If so, will participation in SPDG promote duplication of efforts or redundancy in state sponsored support?

Section D: Other Considerations

1. Coaching capacity – Will the LEA be able to select a coach, and will the ESD be able to support the LEA?

- LEA ability to obtain or support a coach
- ESD capacity to serve

Green	Yellow	Red

2. Existing supports – What supports is a district getting, and how will SPDG participation impact equitable distribution of supports?

- Initiative integration
- LEAs current supports being provided

Green	Yellow	Red

3. Opportunities for Growth and Learning – What capacity does the district have, and how well do SPDG supports match their needs?

- Existing capacity
- Fit of the opportunity to their needs

Green	Yellow	Red

3/13/19

General Comments: These comments are for feedback to applicants. Consider strengths, weaknesses, and areas for requesting additional information.

Strengths:

Areas of Opportunity:

Additional Information Requested:

RECCOMENDATION:	Fund District _____	Seek Additional Information _____	Do not fund _____
ESD to Provide Support:			

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