CCIP Planning Rating Tool Resource Scoring Rubric

Issue Date: February 7, 2006 **Revised:**
Sources: Office of Federal Programs
Key Words: CCIP, Planning Tool, Resources Rubric
Summary: This document is the scoring rubric for the resources rating tool.

Instructions: Please use the scoring system (1 insufficient evidence to 5 strongly evidenced) to rate the resource allocations.

Evidence Rating	1	2	3	4	5
Coherence					
Allocations of fiscal resources (federal and state) in program budgets are connected to student performance. Program budgets focus spending on identified needs and priorities in measurable performance indicators.	Insufficient Evidence	Fiscal resources are allocated in program budgets to target student performance	Program budgets align to the fiscal resources (goals) targeting student achievement evidenced in the needs assessment	Strategies evidence the district is leveraging resources (fiscal, personnel, time, facilities, technology, etc.) to impact student achievement	The district budget by purpose clearly indicates alignment of allocated fiscal resources in the goals, strategies and performance measures to target student achievement
Core Program					
Disaggregate achievement data for all student groups are evidenced in the planning tool goals, performance measures and strategies, and are aligned to resource allocations in the program budgets.	Insufficient Evidence	Fiscal resources are allocated to meet the identified needs of all students	Fiscal resources are aligned to program budgets goals and performance measures	Fiscal resources are allocated to specific strategies to meet the needs of all student groups	Program budgets indicate resources are allocated to meet the needs of all students and aligned to performance measures

Evidence Rating	1	2	3	4	5
Assessment and Accountability					
Resources are allocated to hiring highly qualified teachers and professionals and placing the most qualified staff in the poorest performing schools.	Insufficient Evidence	Budget allocations target research-based curriculum and instruction (practices and methods)	Fiscal resources align with strategies addressing best practices and teaching methods. The most effective instructional staff are assigned to those students most at risk of failure	Resources (fiscal, transportation, personnel, technology, facilities, time) are identified in strategies and or/ action steps and evidenced in the district budget by purpose to support curriculum, instruction and assessment aligned to the Academic Content Standards	All resources are allocated to support assessment and accountability in identified curricular, instructional and performance measures aligned to the Academic Content Standards targeting increased student achievement
Safety Nets					
Resources are allocated to sustained, high-quality technical support and assistance.	Insufficient Evidence	Program budgets allocate fiscal resources to meet the diverse need of all students	Resources are allocated to specific interventions, early intervening disproportionality, technical assistance, and supplemental services (classroom coaches, SES,PSC, etc) to meet the needs of all students	Leveraged or reallocated resources align to specific strategies supporting performance measures to meet the diverse needs of all students	Resources are allocated to meet the diverse needs of all students ensuring the most effective instructional staff are assigned to those students at most risk of failure

Evidence Rating	1	2	3	4	5
Professional Development					
Resources are allocated to ongoing, high-quality and effective professional development targeted to the needs of the teachers and diverse special needs of the students.	Insufficient Evidence	Resources are allocated to high quality professional development	Resources are targeted to high quality professional development aligned to the Educator Standards for all instructional and administrative staff	Resources are allocated to high quality professional development aligned to the Educator Standards intended to impact the diverse needs of all learners at the classroom level and clearly defined in strategies/action steps	Resources are targeted at high-quality professional development for instructional staff (aligned to the Educator Standards) and principal leadership training to impact student achievement for all learners as indicated in the needs assessment and evidenced in measurable performance indicators
Parents/Community					
Resources are allocated to expanded opportunities for parent and community involvement in planning, implementing and evaluating school improvement activities.	Insufficient Evidence	Resources are allocated in program budgets to parent and community involvement	Resources target specific strategies to engage parents and community in decision making	Resources are allocated in program budgets to engage parents and community to impact student achievement for all groups	Resources are allocated in program budgets to engage parents and community in school improvement efforts to meet the diverse needs of all learners to create a positive classroom learning climate and school culture

Evidence Rating	1	2	3	4	5
Resources					
Resources are allocated to scientific, research-based curriculum and instruction (best practices and teaching methods that are proven to work) to drive specific performance measures targeting student achievement.	Insufficient Evidence	Resources are allocated to targeted data-driven student achievement needs	Resources are allocated to meet student achievement performance measure driven by research based instructional methods and curriculum (aligned to the Content Standards and Educator Standards)	Clear alignment of fiscal resources (research based) goals, performance measures and strategies to student achievement needs with program budgets impacting behaviors (district/building administrators and instruction staff)	Research-based best practices and data-driven student achievement needs drive all program budgets allocating resources (fiscal, personnel, time, facilities, technology, etc.) to meet the diverse needs of all students, benchmarks evidence progress in meeting performance measures