2024 National ESEA Distinguished School Award Scoring Rubric

Date reviewed: **Reader:**

School Division: **School Name:**   **Grade Levels:**

**Score each component based on characteristics listed. Half points may be awarded (e.g. 1.5 or 2.5). If no evidence is provided for a component, the score = 0.

1.	**Category #:** ☐ 1 ☐ 2 ☐ 3 **Components**	**3 points**	**2 points**	**1 point**	**Score**
2.	Addresses the academic advancements as they pertain to the category selected. Briefly identifies the initiatives that impacted achievement and how school climate is engaging for all students and families.	• Describes academic advancements as they pertain to the selected category. • *Briefly identifies initiatives that impacted achievement.* • Explanation aligns with category selected. • School climate description is detailed and clear	• Describes academic advancements as they pertain to the selected category. • Somewhat identifies the initiatives that impacted achievement. • Explanation somewhat aligns with category selected. • School climate description provides some details	• Academic advancements do not pertain to the category selected. • Initiatives poorly described. • Alignment not evident. • School climate description is vague, with few details	
	Comments:				
3.	Provide an analysis of the data (quantitative and qualitative) that supports the initiative(s) for the category chosen in this application. Additional for Category 2: specific student group(s) identified and description of how achievement gap was closed Additional for Category 3: special population(s) identified and description of how school excelled in meeting their needs	• Data clearly supports the category selected. • Data clearly indicates a positive trend growth. • Multiple data sources are provided to support the claim for category both quantitative and qualitative. • SOL Pass Rate 90% or above (Reading / Math) • Category 2: Identification of student group(s); clear and detailed description • Category 3: Identification of special population(s); clear and detailed description	• The data provided is relevant and appropriate to support the claim of academic achievement. • Inferences about performance can be drawn from the supported data. • Minimal data sources are provided to support the claim for either category. • SOL Pass Rate 89%-81% (Reading / Math) • Category 2: Identification of student group(s); some details in description • Category 3: Identification of special population(s); some details in description	• Data does not support the claim for the appropriate category. • Only one data source is provided to support the claim for the specific category being applied for. • Inferences cannot be drawn from data provided to support growth. • SOL Pass Rate 80% or below (Reading / Math) • Category 2: identification of student group(s) not clear/complete; description not complete or vague • Category 3: identification of special population(s) not clear/complete; description not complete or vague	
	Comments:				

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	Components	3 points	2 points	1 point	Score
4.	Describes each of the following components as it pertains to the initiative(s). It specifically addresses how the school incorporated each area to support academic achievement.				
4a.	Instructional Program: Describe in detail how the instructional program, including evidence-based strategies, programs of prevention, intervention, or remediation at your school has impacted or changed to support the initiative(s) that assisted with increased academic achievement.	• Applicant thoroughly describes the Instructional program implemented to support academic achievement. • Instructional programs explicitly align with the category selected and clearly incorporated to support academic achievement. • Instructional program depicts Innovative and forward thinking in the field of student achievement. • Describes the greatest contributing factor to school success	• Applicant describes the instructional program implemented to support academic achievement. • Instructional program aligns with category selected and is incorporated to support achievement. • Instructional program provided some innovation and forward thinking in the field of student achievement and is relevant.	• Applicant minimally describes the instructional program implemented to support academic achievement. • Instructional program minimally aligns with category selected and minimally incorporated to support achievement. • Instructional program depicts minimal evidence of innovation and not necessarily appropriate to support the claim for the chosen category.	
	Comments:				
4b.	Professional Learning: Describe the professional learning opportunities that have been implemented to support the initiative(s) that assisted with increased academic achievement.	• Applicant thoroughly describes the professional learning implemented to support academic achievement. • Professional Learning explicitly aligns with category selected and clearly incorporated to support academic achievement. • Professional Learning depicts Innovative and forward thinking in the field of student achievement	• Applicant describes the professional learning implemented to support academic achievement. • Professional Learning aligns with category selected and is incorporated to support achievement. • Professional learning provided some innovation and forward thinking in the field of student achievement and is relevant.	• Applicant minimally describes the professional learning implemented to support academic achievement • Professional learning minimally aligns with category selected and minimally incorporated to support achievement. • Professional learning depicts minimal evidence of innovation but not necessarily appropriate to support the claim for appropriate category.	**4b.**

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	Components	3 points	2 points	1 point	Score
	Comments:				
4c.	Collaboration: Describe any collaborative efforts (financial, school level, community level, parent and family engagement, etc.) that have supported the initiative(s) that assisted with increased academic achievement.	• Applicant thoroughly describes the Collaboration implemented to support academic achievement. • Collaboration explicitly aligns with category selected and clearly incorporated to support academic achievement. • Collaboration depicts Innovative and forward thinking in the field of student achievement.	• Applicant describes the collaboration implemented to support academic achievement. • Collaboration aligns with category selected and is incorporated to support achievement. • Collaboration provided some innovation and forward thinking in the field of student achievement and is relevant.	• Applicant minimally describes the Collaboration implemented to support academic achievement • Collaboration minimally aligns with category selected and minimally incorporated to support achievement. • Collaboration depicts minimal evidence of innovation but not necessarily appropriate to support the claim for appropriate category.	
	Comments:				
5.	Describes how Federal Funds were used to support and/or impact student achievement and overall school success.	• A clear explanation of the use of federal funds to support category selected/academic achievement provided. • Use of federal funds is clearly targeted toward improving student achievement.	• While student achievement might be high, the description of the use of federal funds can be inferred; however somewhat unclear. • Use of federal funds is minimally targeted toward improving achievement.	• Connection between the programs or initiatives and student achievement is not evident. • Use of federal funds does not support achievement for category selected.	

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	Comments:				
	TOTAL POINTS				

Additional Notes and Comments: