

School Level- CSIP Scoring Rubric Descriptors

SCHOOL ANNUAL PROGRESS REPORT for 2013-14	SCORING CATEGORIES		
MATH and READING	Report does not include information. 0 points	Report includes information; however, the information is not fully developed. .5 points	Report includes information and it is clearly defined. 1.0 points
1. MATH: What specific <i>data from 2012-13 was analyzed</i> to discover the effectiveness of your 2012-13 plan (growth, trends, differences among subgroups, variation in performance among standards, etc.)?	No information	Limited analysis: Little or no disaggregation of data and/or stated only whether the goal was met. Superficial statement of the obvious.	Thorough analysis of the data: Data disaggregated in various ways, and/or Data analyzed to discern patterns or relationships. Specific areas of student needs (standards) may have been identified by the data.
2. READING: What specific <i>data from 2012-13 was analyzed</i> to discover the effectiveness of your 2012-13 plan (growth, trends, differences among subgroups, variation in performance among standards, etc.)?	No information	Limited analysis: Little or no disaggregation of data and/or stated only whether the goal was met. Superficial statement of the obvious.	Thorough analysis of the data: Data disaggregated in various ways, and/or Data analyzed to discern patterns or relationships. Specific areas of student needs (standards) may have been identified by the data.
SCHOOL ACTION PLAN FOR 2013-14 - MATH AND READING			
1. District <i>goal for math</i> is stated.	No information		Goal is stated.
2. Define the 2013-14 Math <i>objective(s)</i> stated in <i>measurable</i> terms for each of the student groups that did not make AYP.	No information	Objective is stated but one or more of the four requirements are missing.	Report states <u> (which) </u> students will achieve <u> (what) </u> by <u> (when) </u> as measured by <u> (what) </u>
3. District goal <i>for reading</i> is stated.	No information		Goal is stated.
4. Define the 2013-14 Reading <i>objective(s)</i> stated in <i>measurable</i> terms for each of the student groups that did not make AYP.			Report states <u> (which) </u> students will achieve <u> (what) </u> by <u> (when) </u> as measured by <u> (what) </u>

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5. How is the school addressing the fundamental teaching and learning needs of the students, especially the academic problems of low-achieving students <i>using scientifically-based research strategies?</i>	No information	Materials and programs are identified rather than instructional strategies; no indication of how the materials will be used by teachers; no specific interventions may be included.	Instructional strategies that target student needs identified by the data are clearly described; specific interventions for identified groups of students are included.
6. Describe the school's strategies for <i>assessing student progress</i> toward meeting all content standards.	No information- no assessments	School indicates only one assessment to evaluate student progress toward content standards.	School uses a variety of assessments for specific purposes to evaluate student progress toward content standards.
7. Describe the <i>school's integration of Indian Education for All</i> into all areas of the curriculum.	No information	General statement is included about integrating IEFA into all subjects. May reference the library media specialist providing lessons.	Some IEFA resources or lesson plans are noted that will be integrated into the regular curriculum. May identify the OPI lessons