

## Variances to Standards Rubric Initial Application

Variance implementation:	1st semester	2nd semester	
Application _____	Standard(s) for which variance is requested: _____		
Reviewer's Name _____			

Criteria	Considerations for Application of the Criteria	Unacceptable No Evidence	Incomplete Limited Evidence	Acceptable Sufficient Evidence
<b>Application contains evidence that local school community stakeholders were involved in the consideration and development of the proposed variance.</b>  <p style="text-align: right;">Questions #2 &amp; #3</p>	This can be: <ul style="list-style-type: none"> <li>A description of the Leadership Team process and membership</li> <li>Evidence such as parent/student surveys</li> <li>Evidence of community meetings</li> </ul>			
<b>Application contains evidence that the application for the proposed variance was adopted at an official meeting of the board of trustees.</b>  <p style="text-align: right;">Question #4</p>	Must have minutes of the Board of Trustees meeting where the application was approved.			
<b>Application contains a full description of what is being requested.</b>  <p style="text-align: right;">Question #5</p>	Must have a description that is: <ul style="list-style-type: none"> <li>Clearly stated with as much detail as possible</li> <li>Provides all necessary information that reviewers need in order to act upon the application</li> <li>Addresses both the current standard and the way in which the variance would alter it</li> </ul>			
<b>Application contains an overview of implementation of the proposed variance.</b>  <p style="text-align: right;">Question #6</p>	Look for: <ul style="list-style-type: none"> <li>Details of who will be doing what, where, and when.</li> <li>Other resources being used to implement the variance.</li> </ul>			
<b>Application contains specific measurable objectives which demonstrate that the variance will meet or exceed results under current standards.</b>  <p style="text-align: right;">Question #7</p>	Measurable objective: <b>who</b> will do <b>what</b> , by <b>when</b> , as measured <b>how</b> ? <ul style="list-style-type: none"> <li>What evidence will be collected?</li> <li>What are the targets for the data collected?</li> </ul> <p>Be sure to include enough information that the application presents a convincing case for the variance.</p>			

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<b>Evidence and/or data to be gathered to demonstrate progress toward meeting the measurable objectives.</b>  <b>Question #8</b>	Consider: <ul style="list-style-type: none"> <li>• Is the evidence and/or data to be gathered related directly to the intended outcomes of the variance?</li> <li>• Is the evidence and/or data to be gathered sufficient to evaluate the success of the variance?</li> </ul>			
<b>Variance ensures the needs of the students in the school(s) are met.</b>  <b>Question #9</b>	The variance may impact students directly or may impact those who teach them. May include: <ul style="list-style-type: none"> <li>• Description of school configuration</li> <li>• Specific conditions or challenges</li> <li>• School personnel experience/expertise</li> <li>• School or community culture</li> </ul>			
<b>Sufficient resources are available to ensure success of the requested variance.</b>  <b>Question #10 a</b>	Consider resources for the success of the variance. Examples: <ul style="list-style-type: none"> <li>• Funding</li> <li>• Staff</li> <li>• School configuration</li> <li>• Enrollment</li> <li>• Facilities</li> <li>• Scheduling</li> </ul>			
<b>Application shows a reliance on sound research as a rationale for the variance.</b>  <b>Question #10 b</b>	Is there a connection to research/theory?  If so, the application clearly shows the connection.			
<b>Variance is aligned with program and/or content standards. (Only applies to those standards which have a related program and/or content delivery standard.)</b>  <b>Question #10 c &amp; d</b>	Consider: <ul style="list-style-type: none"> <li>• Does the application provide a complete crosswalk to the program and/or content delivery standards?</li> <li>• Is the alignment easily recognized and does it make sense?</li> <li>• Do the personnel for the variance have the skills and knowledge to meet the program and/or delivery standards?</li> </ul>			