



District of Innovation Application Scoring Rubric

Revised August 2018

Component: Needs Assessment/Rationale	Rating of Evidence			
	Beginning	Emerging	Proficient	Exemplary
<p><i>A district successful in meeting this standard implements a collaborative and ongoing process for innovation and continuous improvement in student learning. The vision and mission reflect high expectations for student learning, which prepares students for dynamic, next generation learning.</i></p> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> ▪ District's Vision and Mission ▪ Implementation Plan ▪ Rationale/Needs Assessment 	<ul style="list-style-type: none"> ▪ Plan <i>inadequately</i> identifies goals and performance targets to advance the vision and mission. ▪ The vision and mission <i>insufficiently</i> demonstrates a guide/support for innovation in student learning. ▪ The plan demonstrates <i>little evidence</i> of a process that has identified gaps between expectations for student learning and student performance. ▪ <i>Unsatisfactorily</i> explains how innovation status will ensure a greater level of success for student learning. ▪ <i>Low</i> level of participation and engagement from all stakeholders (e.g. students, parents, teachers, professional organizations, community, administration, and board). ▪ <i>Minimally</i> identifies and justifies need for waivers. 	<ul style="list-style-type: none"> ▪ Plan <i>partially</i> identifies goals and performance targets to advance the vision and mission. ▪ The vision and mission <i>partially</i> demonstrates a guide/support for innovation in student learning. ▪ The plan <i>inconsistently</i> demonstrates a process that has identified gaps between expectations for student learning and student performance. ▪ <i>Generally</i> explains how innovation status will ensure a greater level of success for student learning. ▪ <i>Some</i> level of participation and engagement from all stakeholders (e.g. students, parents, teachers, professional organizations, community, administration, and board). ▪ <i>Partially</i> identifies and justifies need for waivers. 	<ul style="list-style-type: none"> ▪ Plan <i>effectively</i> identifies goals and performance targets to advance the vision and mission. ▪ The vision and mission <i>appropriately</i> demonstrates a guide/support for innovation in student learning. ▪ The plan <i>satisfactorily</i> demonstrates a process that has identified gaps between expectations for student learning and student performance. ▪ <i>Satisfactorily</i> explains how innovation status will ensure a greater level of success for student learning. ▪ <i>Moderate</i> level of participation and engagement from all stakeholders (e.g. students, parents, teachers, professional organizations, community, administration, and board). ▪ <i>Satisfactorily</i> identifies and justifies need for waivers. 	<ul style="list-style-type: none"> ▪ Plan <i>precisely</i> and <i>accurately</i> identifies goals and performance targets to advance the vision and mission. ▪ The vision and mission <i>superbly</i> demonstrates a guide/support for innovation in student learning. ▪ The plan <i>thoroughly</i> and <i>effectively</i> demonstrates a process that has identified gaps between expectations for student learning and student performance. ▪ <i>Explicitly</i> explains how innovation status will ensure a greater level of success for student learning. ▪ <i>High</i> level of participation and engagement from all stakeholders (e.g. students, parents, teachers, professional organizations, community, administration, and board). ▪ <i>Effectively</i> identifies and justifies need for waivers.



Component: Innovative Design Components	Rating of Evidence			
	Beginning	Emerging	Proficient	Exemplary
<p>A district successful in meeting this standard creates strategies and models that meet the established definition of innovation (KRS 156.108) and are reflective of best practice, based on data, and support for 21st Century learning.</p> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> ▪ Student Service Plan ▪ Summary/Overview of School Plan ▪ District's Vision/Mission 	<ul style="list-style-type: none"> ▪ <i>Insufficiently or inaccurately</i> identifies innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning. ▪ Plan <i>inadequately</i> describes how the innovative program, model, or strategies will improve learning for students. ▪ Plan <i>ineffectually</i> explains how identified strategies will lead to students who are better prepared for success in life and work. ▪ Goals and expected outcomes for the strategy are <i>not evidently</i> supported by innovation. ▪ Identified strategies, models, or programs reflect a <i>minimal</i> connection to current district initiatives. 	<ul style="list-style-type: none"> ▪ <i>Incompletely but accurately</i> identifies innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning. ▪ Plan <i>somewhat</i> describes how the innovative program, model, or strategies will improve learning for students. ▪ Plan <i>partially</i> explains how identified strategies will lead to students who are better prepared for success in life and work. ▪ Goals and expected outcomes for the strategy are <i>partly</i> supported by innovation. ▪ Identified strategies, models, or programs reflect a <i>limited</i> connection to current district initiatives. 	<ul style="list-style-type: none"> ▪ <i>Satisfactorily and accurately</i> identifies innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning. ▪ Plan <i>adequately</i> describes how the innovative program, model, or strategies will improve learning for students. ▪ Plan <i>proficiently</i> explains how identified strategies will lead to students who are better prepared for success in life and work. ▪ Goals and expected outcomes for the strategy are <i>sufficiently</i> supported by innovation. ▪ Identified strategies, models, or programs reflect a <i>moderate</i> connection to current district initiatives. 	<ul style="list-style-type: none"> ▪ <i>Exceptionally and accurately</i> identifies innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning. ▪ Plan <i>comprehensively</i> describes how the innovative program, model, or strategies will improve learning for ▪ Plan <i>thoroughly and clearly</i> explains how identified strategies will lead to students who are better prepared for success in life and work ▪ Goals and expected outcomes for the strategy are <i>significantly</i> supported by innovation. ▪ Identified strategies, models, or programs reflect a <i>strong</i> connection to current district initiatives.



Component: Student Service Plan	Rating of Evidence			
	Beginning	Emerging	Proficient	Exemplary
<p><i>A district successful in meeting this standard establishes a student services plan that is reflective of best practice, based on data, and support for 21st Century learning.</i></p> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> ▪ Student Service Plan ▪ Timeline 	<ul style="list-style-type: none"> ▪ <i>Unclearly or vaguely</i> communicates the total number of students being serviced by the proposed innovation plan. ▪ <i>Unclearly or vaguely</i> communicates the grade levels of the students serviced by the proposed plan. ▪ <i>Insufficiently</i> provides service for a variety of students (e.g. grade level or special population). ▪ <i>Inadequately</i> reflects a commitment to equity or <i>inadequately</i> demonstrates an appreciation for diversity. 	<ul style="list-style-type: none"> ▪ <i>Generally</i> communicates the total number of students being serviced by the proposed innovation plan. ▪ <i>Generally</i> communicates the grade levels of the students serviced by the proposed plan. ▪ <i>Partially</i> provides service for a variety of students (e.g. grade level or special population). ▪ <i>Somewhat</i> reflects a commitment to equity or <i>somewhat</i> demonstrates an appreciation for diversity. 	<ul style="list-style-type: none"> ▪ <i>Adequately</i> communicates the total number of students being serviced by the proposed innovation plan. ▪ <i>Adequately</i> communicates the grade levels of the students serviced by the proposed plan. ▪ <i>Satisfactorily</i> provides service for a variety of students (e.g. grade level or special population). ▪ <i>Appropriately</i> reflects a commitment to equity or <i>appropriately</i> demonstrates an appreciation for diversity. 	<ul style="list-style-type: none"> ▪ <i>Clearly and specifically</i> communicates the total number of students being serviced by the proposed innovation plan. ▪ <i>Clearly and specifically</i> communicates the grade levels of the students serviced by the proposed plan. ▪ <i>Comprehensively and systematically</i> provides service for a variety of students (e.g. grade level or special population). ▪ <i>Exceptionally</i> reflects a commitment to equity or <i>exceptionally</i> demonstrates an appreciation for diversity.

Component: Professional Development Plan	Rating of Evidence			
	Beginning	Emerging	Proficient	Exemplary
<p><i>A district successful in meeting this standard establishes a professional development plan that is reflective of best practice, based on data, and support for 21st Century learning.</i></p> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> ▪ District of Innovation Service Plan 	<ul style="list-style-type: none"> ▪ <i>Inaccurately</i> identifies professional development for faculty and staff which clearly support innovation. ▪ <i>Ineffectively</i> explains why proposed professional development will prepare faculty and staff for increased success in innovation and student learning. ▪ <i>Very limited attempt</i> to prepare adult learners to service a variety of students (e.g. grade level or special population). ▪ <i>Inadequately</i> reflects a commitment to equity or <i>inadequately</i> demonstrates an appreciation for diversity. 	<ul style="list-style-type: none"> ▪ <i>Generally</i> identifies professional development for faculty and staff which clearly support innovation. ▪ <i>Generally</i> explains why proposed professional development will prepare faculty and staff for increased success in innovation and student learning. ▪ <i>Limited attempt</i> to prepare adult learners to service a variety of students (e.g. grade level or special population). ▪ <i>Somewhat</i> reflects a commitment to equity or <i>somewhat</i> demonstrates an appreciation for diversity. 	<ul style="list-style-type: none"> ▪ <i>Accurately</i> identifies professional development for faculty and staff which clearly support innovation. ▪ <i>Accurately</i> explains why proposed professional development will prepare faculty and staff for increased success in innovation and student learning. ▪ <i>Satisfactorily</i> prepares adult learners to service a variety of students (e.g. grade level or special population). ▪ <i>Adequately</i> reflects a commitment to equity or <i>adequately</i> demonstrates an appreciation for diversity. 	<ul style="list-style-type: none"> ▪ <i>Specifically and clearly</i> identifies professional development for faculty and staff which clearly support innovation. ▪ <i>Specifically and clearly</i> explains why proposed professional development will prepare faculty and staff for increased success in innovation and student learning. ▪ <i>Comprehensively and systematically</i> prepares adult learners to service a variety of students (e.g. grade level or special population). ▪ <i>Exceptionally</i> reflects a commitment to equity or <i>exceptionally</i> demonstrates an appreciation for diversity.



Component: Timeline	Rating of Evidence			
	Beginning	Emerging	Proficient	Exemplary
<p><i>A district successful in meeting this standard establishes a timeline that is specific, attainable, reflective of best practice, based on data, and support for 21st Century learning.</i></p> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> ▪ Student Service Plan ▪ Data/Accountability 	<ul style="list-style-type: none"> ▪ Timeline is <i>unclear</i> and <i>incomplete</i> in outlining a plan of innovation implementation. ▪ Evidence of <i>limited</i> sense of urgency at all levels of the school district community for innovation plan. ▪ Evidence of <i>minimal</i> levels of risk taking and focus on innovation. 	<ul style="list-style-type: none"> ▪ Timeline <i>generally</i> and <i>partially</i> outlines a plan of innovation implementation. ▪ Evidence of <i>moderate</i> sense of urgency at all levels of the school district community for innovation plan. ▪ Evidence of <i>some</i> levels of risk taking and focus on innovation. 	<ul style="list-style-type: none"> ▪ Timeline <i>adequately</i> outlines a plan of innovation implementation. ▪ Evidence of <i>strong</i> sense of urgency at all levels of the school district community for innovation plan. ▪ Evidence of <i>proficient</i> levels of risk taking and focus on innovation. 	<ul style="list-style-type: none"> ▪ Timeline <i>thoroughly</i> outlines a plan of innovation implementation. ▪ Evidence of <i>very strong</i> sense of urgency at all levels of the school district community for innovation plan. ▪ Evidence of <i>significant</i> levels of risk taking and focus on innovation.



Component: Data/Accountability	Rating of Evidence			
	Beginning	Emerging	Proficient	Exemplary
<p><i>A district successful in meeting this standard has determined the outcomes its plan will attain and how the strategies of the plan are designed to improve student learning to a greater degree than the district's traditional strategies.</i></p> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> ▪ Student Service Plan 	<ul style="list-style-type: none"> ▪ Gives a <i>limited</i> explanation for how innovation plan will improve student learning required by the accountability system. ▪ Gives a <i>limited</i> explanation for how innovation plan will improve student learning NOT required by accountability system. ▪ Student learning and performance will be <i>inadequately</i> measured by multiple sources of evidence. ▪ Uses <i>little</i> comparison or trend data to evaluate student learning and improve student learning. ▪ <i>Weak or no</i> assessment system, aligned with learning expectations, will yield reliable, valid and timely information. ▪ Support systems do not use student data/results and do not allow for continuous measuring for effectiveness. 	<ul style="list-style-type: none"> ▪ Gives a <i>partial</i> explanation for how innovation plan will improve student learning required by the accountability system. ▪ Gives an <i>incomplete</i> explanation for how innovation plan will improve student learning NOT required by accountability system. ▪ Student learning and performance will be <i>partially</i> measured by multiple sources of evidence. ▪ Uses <i>some</i> comparison or trend data to evaluate student learning and improve student learning. ▪ <i>Limited</i> assessment system, aligned with learning expectations, will yield reliable, valid and timely information. ▪ Support systems show some evidence of using student data/results and allow for some level of continuous measuring for effectiveness. 	<ul style="list-style-type: none"> ▪ Gives an <i>appropriate</i> explanation for how innovation plan will improve student learning required by the accountability system. ▪ Gives a <i>complete</i> explanation for how innovation plan will improve student learning NOT required by accountability system. ▪ Student learning and performance will be <i>adequately</i> measured by multiple sources of evidence/data. ▪ Uses <i>appropriate</i> comparison or trend data to evaluate student learning and improve student learning. ▪ <i>Sufficient</i> assessment system, aligned with learning expectations, will yield reliable, valid and timely information. ▪ Support systems use student data/results and allow for continuous measuring for effectiveness. 	<ul style="list-style-type: none"> ▪ Gives <i>in-depth</i> explanation for how innovation plan will improve student learning required by the accountability system. ▪ Gives <i>in-depth</i> explanation for how innovation plan will improve student learning NOT required by accountability system. ▪ Student learning and performance will be <i>comprehensively measured</i> by multiple sources of evidence/data. ▪ Uses <i>detailed</i> comparison or trend data to evaluate student learning and improve student learning. ▪ <i>Excellent</i> assessment system, aligned with learning expectations, will yield reliable, valid and timely information. ▪ Support systems show extensive use of student data/results and allow for extensive continuous measuring for effectiveness.



Component: Resources	Rating of Evidence			
	Beginning	Emerging	Proficient	Exemplary
<p><i>A district successful in meeting this standard has a detailed plan for the effective use of human, fiscal and physical resources to meet the demands of its plan.</i></p> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> District of Innovation Service Plan 	<ul style="list-style-type: none"> <i>Little to no</i> description of how human, fiscal, and physical resources will be utilized by the innovation plan. Plan <i>unsatisfactorily</i> describes how district personnel will be utilized effectively to advance innovation efforts. If appropriate, plan <i>minimally</i> establishes a process to assign professional and support staff based on student learning needs and outcomes. <i>Very limited</i> discussion of how budgetary planning and sufficient resources are employed to ensure effective implementation of innovation plan. Plan <i>minimally</i> establishes a process for providing facilities, services, or equipment/technology for successful implementation of innovation plan. 	<ul style="list-style-type: none"> <i>Limited</i> description of how human, fiscal, and physical resources will be utilized by the innovation plan. Plan <i>somewhat</i> describes how district personnel will be utilized effectively to advance innovation efforts. If appropriate, plan <i>generally</i> establishes a process to assign professional and support staff based on student learning needs and outcomes. <i>Incomplete</i> discussion of how budgetary planning and sufficient resources are employed to ensure effective implementation of innovation plan. Plan <i>generally</i> establishes a process for providing facilities, services, or equipment/technology for successful implementation of innovation plan. 	<ul style="list-style-type: none"> <i>Effective</i> description of how human, fiscal, and physical resources will be utilized by the innovation plan. Plan <i>satisfactorily</i> describes how district personnel will be utilized effectively to advance innovation efforts. If appropriate, plan <i>adequately</i> establishes a process to assign professional and support staff based on student learning needs and outcomes. <i>Sufficient</i> discussion of how budgetary planning and sufficient resources are employed to ensure effective implementation of innovation plan. Plan <i>adequately</i> establishes a process for providing facilities, services, or equipment/technology for successful implementation of innovation plan. 	<ul style="list-style-type: none"> <i>Detailed and focused</i> description of how human, fiscal, and physical resources will be utilized by the innovation plan. Plan <i>clearly</i> describes how district personnel will be utilized effectively to advance innovation efforts. If appropriate, plan <i>clearly and specifically</i> establishes a process to assign professional and support staff based on student learning needs and outcomes. <i>Thorough</i> discussion of how budgetary planning and sufficient resources are employed to ensure effective implementation of innovation plan. Plan <i>fully</i> establishes a process for providing facilities, services, or equipment/technology for successful implementation of innovation plan.

Component: Outcomes for Learning	Rating of Evidence			
	Beginning	Emerging	Proficient	Exemplary
<p><i>A district successful in meeting this standard establishes learning expectations and opportunities for students that are reflective of best practice, based on data, and support for 21st Century learning.</i></p> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> ▪ Student Service Plan ▪ District of Innovation Service Plan 	<ul style="list-style-type: none"> ▪ <i>Little to no</i> description of how the innovation plan will lead to greater improvement in student learning. ▪ <i>Minimally</i> reflects a commitment to equity and <i>minimally</i> demonstrates an appreciation for diversity, particularly for special populations. ▪ <i>Slightly</i> addresses educational opportunities for all students. ▪ Plan provides an <i>unclear</i> description of non-traditional learning opportunities. 	<ul style="list-style-type: none"> ▪ <i>General</i> description of how the innovation plan will lead to greater improvement in student learning. ▪ <i>Generally</i> reflects a commitment to equity and <i>generally</i> demonstrates an appreciation for diversity, particularly for special populations. ▪ <i>Somewhat</i> addresses educational opportunities for all students. ▪ Plan provides a <i>general</i> description of non-traditional learning opportunities. 	<ul style="list-style-type: none"> ▪ <i>Sufficient</i> description of how the innovation plan will lead to greater improvement in student learning. ▪ <i>Satisfactorily</i> reflects a commitment to equity and <i>satisfactorily</i> demonstrates an appreciation for diversity, particularly for special populations. ▪ <i>Adequately</i> addresses educational opportunities for all students. ▪ Plan provides a <i>consistent</i> description of non-traditional learning opportunities. 	<ul style="list-style-type: none"> ▪ <i>Focused and thorough</i> description of how the innovation plan will lead to greater improvement in student learning. ▪ <i>Exceptionally</i> reflects a commitment to equity and <i>exceptionally</i> demonstrates an appreciation for diversity, particularly for special populations. ▪ <i>Systematically</i> addresses educational opportunities for all students. ▪ Plan provides a <i>focused</i> description of non-traditional learning opportunities.