**Section 1.APPENDIX B Competency-Based High School Graduation Requirements Pilot Program Criteria for Review**

**Competency-Based High School Graduation Requirements Pilot Program Scoring Rubric**

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| **Strength of Local Commitment (20 Points)** | Yes (5) | No (0) |
| Completion of chart of participating schools that includes signatures of school principals. |  |  |
| Completion of chart of teachers participating in the implementation of the project. |  |  |
| Completion of chart of the Planning and Implementation Committee that includes signatures of all participants.  |  |  |
| Completion of the plan for the local community college and an institution of higher education. Signatures from both entities are included.  |  |  |
| **Demonstration of Prior Professional Development and Stakeholder Engagement (20 Points)** | 5 - 4 | 3 - 2 | 1 - 0 |
| Description of how teachers have been engaged throughout the application development process.  | Thorough description of how teachers were engaged throughout the process. Meeting details have been provided and give clear indication of teachers' role in the process and how they will be included during implementation of the plan.  | Basic description of how teachers were engaged throughout the process. Some details have been provided about meetings that have occurred with teachers. Some details are included as to how teachers will be included during implementation of the plan.  | No description or no relevant description was provided about meetings that have occurred with teachers. No description or no relevant description as to how teachers will be involved in implementation of plan. |
| Description of how the local community college and an institution of higher education other than a community college have been actively engaged throughout the application development process.  | Thorough description of how both the local community college and an institution of higher education that is not a community college have been actively engaged throughout the process. Meeting details have been provided as well as how the entities will be included during implementation of the plan. | Some description of how both the local community college and institution of higher education other than a community college have been actively involved in the process. No meeting information has been provided nor any details as to how the partnership will work in program implementation. | No description or no relevant description was provided in the plan. One or both of the entities needed are missing from the plan. No indication has been given that the district is actively partnering with either entity. |
| Description of district's prior professional development and stakeholder engagement efforts to support successful development of application and implementation of the plan. | Thorough description of professional development and stakeholder engagement is included. There is a clear indication as to how the prior professional development will help with implementation of the plan. There is a clear indication of how stakeholders will be involved during implementation of the plan. | Basic description of professional development and stakeholder engagement is included. There is some indication as to how the prior professional development will help with implementation of the plan. There is some indication of how stakeholders will be involved in implementation of the plan. | No description or no relevant description of professional development and stakeholder engagement is included. There is no clear indication as to how the prior professional development will help with implementation of the plan. There is no clear indication of how stakeholders will be involved in implementation of the plan. |
| Description of community partners that will support the system's implementation. | Thorough description of community partnerships is included. There is a clear indication as to how the partnerships will help with implementation of the plan.  | Some description of community partnerships is included. There is some indication as to how the partnerships will help with implementation of the plan.  | No description or no relevant description of community partnerships is included. There is no clear indication as to how the partnerships will help with implementation of the plan.  |
| **Quality of Proposed Plan (50 Points)** | 5 - 4 | 3 - 2 | 1 - 0 |
| Project Goals (10 points) |  |  |  |
| The proposal identifies clear, realistic, measureable goals.  | Goals are very clear, realistic and easily obtainable.  | Goals are somewhat clear and realistic. There is some question as to whether a goal is obtainable.  | Goals are either missing or they are not clear, realistic, or obtainable.  |
| The goals clearly specify how student achievement will be impacted. | The goals clearly will significantly impact student achievement.  | The goals will have some impact on student achievement.  | The goals will have no significant impact on student achievement.  |
| Project Narrative (25 points) |  |  |  |
| The proposal relates to innovative practices based upon research, previously collected district data, best practices, or additional information.  | The proposal clearly indicates that the project is based upon research, best practices, and district data collection. | There is some indication that the project is based upon research, best practices, and district data collection. | There is no indication that the project is based upon research, best practices, and district data collection. |
| The proposed implementation timeline is realistic and includes all major activities.  | The implementation timeline is clear and realistic. All major activities necessary for program success are easily found. | The implementation timeline is somewhat realistic. Some major activities necessary for program success are missing or are not easily found. | The implementation timeline is either missing or isn't realistic. Significant portions of major activities necessary for program success are missing or no activities are found within the plan. |
| The proposed activities are likely to produce measurable results and improve student achievement. | The activities listed in the plan will clearly produce measurable results that significantly improve student achievement. | The activities listed in the plan should produce measurable results that will somewhat improve student achievement. | There are either no activities listed in the plan or those listed will not produce measurable results or any impact on student achievement. |
| The proposal provides a description of how it will meet all elements required to be included in the competency-based learning system. | The plan clearly indicates how it will meet all requirements included in the competency-based learning system. | The plan indicates how it will somewhat meet all requirements included in the competency-based learning system. | The plan does not indicate how it will meet all requirements included in the competency-based learning system. |
| The proposal provides a description of the district's plan for engaging the high schools with their feeder elementary schools on the establishment and administration of the competency-based learning system. | The plan clearly indicates how the high schools will work with their feeder elementary schools. | The plan indicates somewhat how the high schools will work with their feeder elementary schools. | The plan does not indicate how the high schools will work with their feeder elementary schools. |
| Evaluation (15 points) |  |  |  |
| The proposal includes a description of the process for evaluating the project, including a preliminary timeline for the collection of data.(Evaluation and Sustainability) | An evaluation plan is included. It provides a clear process for evaluating the project. A clear timeline for data collection is included. | An evaluation plan is included. The process for evaluating the project is indicated, but has some missing pieces. A timeline for data collection is included, but has some missing pieces. | The evaluation plan is either missing or isn't clear. The timeline for data collection is either missing or isn't clear. |
| The data from the proposed evaluation plan will be evaluated to determine if progress toward attaining the project goals is being made. | The evaluation plan clearly indicates how data will be evaluated. | The evaluation plan has some indication as to how data will be evaluated. | The data portion of the evaluation plan is either missing or isn't clear. |
| The proposal provides a plan that creates multiple opportunities to share the results of the project with all stakeholders. | The evaluation plan clearly indicates how results of the project will be shared with all stakeholders. The plan includes more than three avenues to share results. | The evaluation plan provides some indication of how project results will be shared with all stakeholders. The plan provides one or two avenues to share results. | The evaluation plan provides little or no indication that results will be shared with all stakeholders. |

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| Diversity Points (10 Points) |
| School District Type (Up to 2 points) |
| School District Size (Up to 2 points) |
| Geographical Location (Up to 2 points) |
| Plan Approach (e.g., one subject, multiple subjects, and types of subjects) (Up to 4 points) |

(Source: Former Section repealed at 31 Ill. Reg. 5116, effective March 16, 2007; new Section added at 41. Ill. Reg. 4430, effective April 5, 2017)