

Draft Innovative Service Application Rubric

Innovative Service Application Elements	2 Meets/Exceeds	1 Meets/Approaching	0 Does Not Meet
1a. Priority Area Addressed	Service addresses one of the given Priority Areas from Part One of the application.		Does not address one of the given Priority Areas from Part One of the application.
1b. Service Provider Qualifications	Details the specific qualifications of the service provider(s).		Qualifications of the service provider(s) are not given.
1c. Description of Service	<p>The description of service includes each of the following:</p> <ul style="list-style-type: none"> • The title or name of service; • The grade level(s), subject area(s), and identification area(s) for which service is designed; • The anticipated class size and instructional time for service; • The name and/or title of the supervising administrator; and • Other relevant information. 	<p>The description of service includes some but not all of the following:</p> <ul style="list-style-type: none"> • The title or name of service; • The grade level(s), subject area(s), and identification area(s) for which service is designed; • The anticipated class size and instructional time for service; • The name and/or title of the supervising administrator; and • Other relevant information. 	Other relevant information is not included in the description of service.
2. Research and Evidence	Multiple studies or analyses support the proposed innovative service as effective or a promising practice.	At least one study or analysis supports the proposed innovative service as effective or a promising practice.	Research study or analysis does not suggest the proposed innovative service is effective or a promising practice or the research or evidence is not aligned to the proposed innovative service.
3. Explanation of District Data	Extensive data is provided. The data indicates a demonstrated	Some or minimal data is provided. The data indicates a	No district data was provided or data presented does not align

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	need for the students for which the innovative service is designed.	demonstrated need for the students for which the innovative service is designed.	to the proposed innovative service.
4. Criteria for Service	Criteria for service is clearly aligned with the identification area the service is designed to meet. Evidence is provided to demonstrate how the criteria for service is not reasonably considered unduly restrictive for district students, including populations that are traditionally underrepresented in gifted education (minority or disadvantaged students, English learners, and students with disabilities).	Criteria for service is clearly aligned with the identification area the service is designed to meet. Evidence is provided to demonstrate how criteria is not reasonably considered unduly restrictive but the evidence does not provide specifics for how the criteria is not reasonably considered unduly restrictive to traditionally underrepresented populations in gifted education (minority or disadvantaged students, English learners, and students with disabilities).	Criteria for service is not clearly aligned with the identification area the service is designed to meet or the criteria is reasonably considered unduly restrictive to district students, including populations that are traditionally underrepresented in gifted education (minority or disadvantaged students, English learners, and students with disabilities).
5. Description of how service will meet student needs	Description provides evidence that the proposed service is a unique, sustained and challenging experience that extends, replaces, or enhances learning opportunities or provides social and emotional supports appropriate for the district's students. The service is specifically designed for students underserved in the district or students from traditionally underrepresented populations in gifted education (minority or disadvantaged	Description provides evidence that the proposed service is a unique, sustained and challenging experience that extends, replaces, or enhances learning opportunities or provides social and emotional supports appropriate for the district's students.	Description does not provide evidence that the proposed service is a unique, sustained and challenging experience that extends, replaces, or enhances learning opportunities or provides social and emotional supports appropriate for the district's students.

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	students, English learners, and students with disabilities).		
6a. Desired Outcomes	The desired outcome of the proposed innovative service is clearly stated.		The desired outcome of the proposed innovative service is not stated or is not clear.
6b. Measurable Goals	The stated goal for the proposed innovative service is specific, measurable, attainable, results-focused and timebound. The goal includes baseline data and target data for the service as well as strategies to address the goal.	The stated goal for the proposed innovative service is specific, measurable, attainable, results-focused, and timebound.	The stated goal is not specific, measurable, attainable, results-focused, or timebound.
7. Service Implementation Plan	<p>The proposed implementation plan includes both action steps and a timeline that covers before, during, and after implementation. The proposed implementation plan will include the following:</p> <ul style="list-style-type: none"> • Evidence to show the district has considered its capacity to implement and sustain the proposed innovative service; • Any needed actions taken to align district-wide policies and procedures to support implementation; • Strategies for communication with relevant stakeholders (parents, district 	The proposed service implementation plan includes both action steps and a timeline that covers before, during, and after implementation.	The service implementation plan is not provided or does not include action steps or a timeline that covers before, during, and after implementation.

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	educators, community members, etc.); <ul style="list-style-type: none"> • Plans for any required or relevant professional development or on-going support for the designated service provider(s); and • Evidence of clear alignment between strategies for implementation and desired outcomes and goals for service. 		
8. Plan for Evaluation	The plan for evaluation includes a variety of data collected at multiple points during the year with a metric that demonstrates clear alignment between the desired outcomes and measurable goals for service.	The plan for evaluation includes data collected at both the commencement and conclusion of service with a metric that demonstrates clear alignment between the desired outcomes and measurable goals for service.	No plan for evaluation is included or the plan does not detail either specific criteria for the evaluation of the service or there is no clear alignment between the evaluation plan and the desired outcomes or measurable goals for service.