

School Improvement Grants

Application for FY 2012 New Awards Competition

Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2012

CFDA Number: 84.377A

GEORGIA



U.S. Department of Education
Washington, D.C. 20202

OMB Number:
Expiration Date:

Paperwork Burden Statement

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SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Priority" or "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Priority or Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

ESEA Flexibility

States that have received approval of their ESEA flexibility request will not be required to maintain a separate list of Tier I and Tier II schools. Under this flexibility, an LEA is eligible to apply for SIG funds to implement one of the four school intervention models defined in the SIG final requirements in a priority school even if that school is not in improvement and thus the LEA would not otherwise be eligible to receive SIG funds for the school. An SEA approved to implement this flexibility may award SIG funds above the amount needed for SIG continuation awards to an LEA with Priority schools according to the rules that apply to Tier I and Tier II schools under the SIG final requirements.

Availability of Funds

The Department of Education Appropriations Act, 2012, provided \$535 million for School Improvement Grants in fiscal year (FY) 2012.

FY 2012 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2014.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2012 school improvement funds in proportion to the funds received in FY 2012 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2012 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2012–2013 school year. New awards may be made with the FY 2012 funds or any remaining FY 2009, FY 2010 and FY 2011 funds not already committed to grants made in earlier competitions. The U.S. Department of Education will not require those SEAs that will use FY 2012 funds solely for continuation awards to submit a SIG application. Rather, such an SEA is required to submit an assurance that it is not making new awards, as defined above, through the separate application titled, “Continuation Awards Only Application for FY 2012 SIG Program”.

An SEA that must submit a FY 2012 application will be required to update its timeline for making awards to LEAs, but may retain all other sections from its FY 2011 application, including its lists of Tier I, II, and III schools and priority schools.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA’s FY 2012 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2012 application to the following address: OST.OESE@ED.GOV

In addition, the SEA must submit a paper copy of the cover page signed by the SEA’s authorized representative to the address listed below under “Paper Submission.”

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader
Office of School Turnaround
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

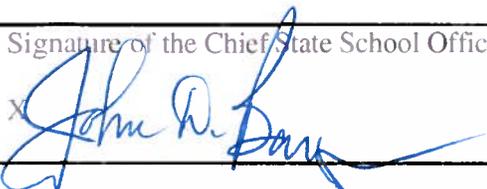
Application Deadline

Applications are due on or before January 18, 2013.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at Carlas.Mccauley@ed.gov.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Georgia Department of Education	Applicant's Mailing Address: 1566 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta, Georgia 30334
State Contact for the School Improvement Grant Name: Sylvia Hooker Position and Office: Deputy Superintendent for Office of School Turnaround Contact's Mailing Address: 1566 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta, GA 30334 Telephone: 404 232-1434 Fax: 404 463-2609 Email address: shooker@ doe.k12.ga.us	
Chief State School Officer (Printed Name): Dr. John D. Barge	Telephone: 404 657-1175
Signature of the Chief State School Officer: 	Date: 1-16-13
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

FY 2012 NEW AWARDS APPLICATION CHECKLIST

Please use this checklist to indicate the changes the SEA elects to make to its FY 2012 application from its FY 2011 application. An SEA will be required to update Section D (Part 1): Timeline, but will have the option to retain all other sections from its FY 2011 application, including its lists of Tier I, II, and III schools.

SECTION A: ELIGIBLE SCHOOLS	<input type="checkbox"/> SEA elects to keep the same definition of “persistently lowest-achieving schools” (PLA schools) as FY 2011	<input checked="" type="checkbox"/> SEA elects to revise its definition of “persistently lowest-achieving schools” (PLA schools) for FY 2012
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA elects not to generate new lists of Tier I, Tier II, and Tier III schools <input type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists <input checked="" type="checkbox"/> SEA is substituting the PLA list with its list of priority schools (please see Waiver 4 in Section G of SEA application)
SECTION B: EVALUATION CRITERIA	<input type="checkbox"/> Same as FY 2011	<input checked="" type="checkbox"/> Revised for FY 2012
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2011	<input type="checkbox"/> Revised for FY 2012
SECTION C: CAPACITY	<input type="checkbox"/> Same as FY 2011	<input checked="" type="checkbox"/> Revised for FY 2012
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Revised for FY 2012	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input type="checkbox"/> Same as FY 2011	<input checked="" type="checkbox"/> Revised for FY 2012
SECTION E: SEA RESERVATION	<input type="checkbox"/> Same as FY 2011	<input checked="" type="checkbox"/> Revised for FY 2012
SECTION F: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Consultation with stakeholders provided	
SECTION G: WAIVERS	<input type="checkbox"/> Same as FY 2011	<input checked="" type="checkbox"/> Revised for FY 2012

PART I: SEA REQUIREMENTS

As part of its FY 2012 application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA will be required to update its timeline, but may retain all other sections from its FY 2011 application, including its lists of Tier I, II, and III schools.

SECTION A: ELIGIBLE SCHOOLS	
<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2011	<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2012 <input checked="" type="checkbox"/> SEA is substituting the PLA list with its list of priority schools (please see Waiver 4 in Section G of SEA application) (See Appendix A)
<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <input type="checkbox"/> 1. The SEA elects not to generate new lists of Tier I, Tier II, and Tier III schools. The SEA does not need to submit a new list for the FY 2012 application. <input type="checkbox"/> 2. SEA elects to generate new lists. Lists submitted below.	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <input type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below. <input checked="" type="checkbox"/> 2. SEA has generated a PLA list in accordance with their ESEA Flexibility request. List submitted below.

Directions: An SEA that elects to generate new lists or must generate new lists of Priority or Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools” must attach a table to its SIG application that include its lists of all Priority or Tier I, Tier II, and Tier III schools that are eligible for new awards.¹ An SEA that will not generate new lists of Tier I, Tier II, and Tier III schools does not need to submit a new list for the FY 2012 application.

SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

¹ A “new award” is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2012–2013 school year. New awards may be made with the FY 2012 funds or any remaining FY 2009, FY 2010 or FY 2011 funds not already committed to grants made in earlier competitions.

SCHOOLS ELIGIBLE FOR FY 2012 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ²
Bibb County	1300420	Westside High School	01542	X					
Bibb County	1300420	King- Danforth Elem. School	00199	X					
Bibb County	1300420	Hartley Elementary School	00241	X					
Bibb County	1300420	Ingram/Pye Elementary School	00226	X					
Bibb County	1300420	Burghard Elementary School	00210	X					
DeKalb County	1301740	DeKalb Transition School	02481	X					
DeKalb County	1301740	DeKalb Alternative School	02313	X					
DeKalb County	1301740	Elizabeth Andrews High School	03921	X					
DeKalb County	1301740	International Student Center.	03559	X					
DeKalb County	1301740	Indian Creek Elementary School	00740	X					
DeKalb County	1301740	Toney Elementary School	00713	X					
Dougherty County	1301830	Dougherty Comprehensive High School	00832	X					
Dougherty County	1301830	Monroe High School	00824	X					
Fulton County	1302280	McClarín Alternative School	02037	X					
Gwinnett County	1302550	Gwinnett InterVention Education (GIVE) Center West	03690	X					
Gwinnett County	1302550	Meadowcreek High School	01980	X					
Gwinnett County	1302550	Gwinnett InterVention Education (GIVE) Center East	00308	X					
Muscogee County	1303870	Fox Elementary School	01449	X					
Muscogee County	1303870	Cusseta Road Elementary	01426	X					
Newton County	1303930	Challenge Charter Academy	03764	X					
Quitman County	1304290	Quitman County High School	03850	X					
Richmond County	1304380	W.S. Hornsby K-8 School	03924	X					
Sumter County	1304620	Americus Sumter County High South	00001	X					
Terrell County	1304860	Terrell High School	01658	X					
Twiggs County	1305220	Twiggs County High School	02446	X					
Wilkinson County	1305790	Wilkinson County High School	01841	X					
Atlanta Public	1300120	South Atlanta School of Health and Medical Science	03567	X					
Atlanta Public	1300120	Booker T Washington H.S. - Banking, Finance, Investments	03906	X					
Atlanta Public	1300120	Booker T Washington H.S. -	03960	X					

² “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ³
Atlanta Public	1300120	Maynard H. Jackson Jr. H.S.	01939	X				
Atlanta Public	1300120	School of Technology at Carver	03542	X				
Atlanta Public	1300120	APS-Forrest Hills Academy	02798	X				
Atlanta Public	1300120	School of Health Sciences and Research at Carver	03542	X				
Atlanta Public	1300120	South Atlanta School of Computer Animation and Design	03551	X				
Atlanta Public	1300120	Therrell School of Engineering, Math and Design	03555	X				
Atlanta Public	1300120	Therrell School of Health and Science	03572	X				

Directions: All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds (e.g., reallocate to other schools with SIG grants or retain for a future SIG competition).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
TOTAL AMOUNT OF REMAINING FUNDS:			

Directions: In the boxes below, provide updates to any sections, if any, the SEA elects to revise. The only section the SEA will be required to update is *Section D (Part 1): Timeline*. The SEA does not need to resubmit information for any section in which it elects to use the same criteria as its FY 2011 SIG application. See Appendix A for guidelines on the information required for revised sections.

³ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

SECTION B: EVALUATION CRITERIA

SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

Part 1:

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

(1) The LEA has analyzed the needs of each Priority school identified in the LEA's application and has selected an intervention for each school.

The Georgia Department of Education (GaDOE) will only fund those applications that indicate that the LEA has analyzed the needs of each eligible Priority school identified in the LEA's application and has selected an appropriate intervention for each school by requiring the LEA to complete a comprehensive needs assessment and analysis. This critical component of the application process is necessary for each school the LEA elects to serve with SIG 1003(g) funds. The GaDOE will require the LEA to analyze data pertinent to each school. The LEA must review and analyze the following data sets:

Elementary/Middle School Profile Requirements

School profiles will include data of each identified elementary/middle school's:

- Number of days within the school year
- Number of minutes within the school day/year
- Percentage of limited English proficient students who attain English language proficiency utilizing the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) exam
- Dropout rate
- Student attendance rate
- Number of discipline incidents
- Number of truants
- Teacher attendance rate
- Distribution of teachers by performance level as designated on the LEA's Teacher evaluation system
- Percentage of students (by subgroups) in grades 3 through 8 who met or exceeded the annual measurable objective (AMO) proficiency levels in Reading, English Language Arts (ELA), and Mathematics on the Criterion-Referenced Competency Test (CRCT)
- Average scale scores in Reading, English Language Arts, and Mathematics for students (by subgroups) in grades 3 through 8 taking the CRCT

High School Profile Requirements

School profiles for each identified high school, will be all of those elements included for the elementary/middle school data listed above, with the exception of the CRCT assessment data, and will also include:

- Graduation rates (including the 2011 Cohort Graduation Rate)
- Number of teachers on staff
- Number of teachers evaluated
- Percentage of students completing advanced coursework, early-college high schools, or dual enrollment classes

- Distribution of teachers by performance level as designated on the LEA's teacher evaluation system
- Percentage of students (by subgroups) in grade 11 who met or exceeded the AMO proficiency levels in English Language Arts (ELA) and Mathematics on the Georgia High School Graduation Test (GHS GT)
- Percentage of students passing the Mathematics I and II, ELA: Ninth Grade Literature and Composition, and American Literature and Composition End of Course Tests (EOCTs).
- Average scale scores on the Mathematics and ELA assessments listed above

Further, as a result of the needs assessment, the LEA must provide a narrative discussing the process and outcomes of the analysis. The narrative must discuss how the needs assessment aligns with the selection of the specific SIG 1003(g) intervention model selected by the LEA.

As part of this application, the Georgia Department of Education (GaDOE) has developed a rubric, which will be used by the SEA review panel to evaluate the quality of the needs assessment response by the LEAs. GaDOE will provide intensive training to reviewers to ensure inter-rater reliability with the rubric. This tool is located in the appendix of the LEA application.

(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

The GaDOE will only fund those LEA applications that demonstrate it has the capacity to implement effectively the selected intervention model in each of its eligible Priority schools. GaDOE staff will review each LEA application to ensure that the LEA has provided the following:

- A thorough needs assessment for each Priority school
- A selected intervention model that aligns to the needs of the school
- Demonstration that the LEA has involved relevant stakeholders, including but not limited to, administrators, teachers, parents, and students
- A three-year budget inclusive of strategies that directly align to the needs assessment analysis and the selected intervention model

Additionally, the GaDOE staff will interview LEA teams prior to making a recommendation to the State Board of Education (SBOE) for funding. The interview will consist of questions designed to determine the LEAs capacity to: (See Appendix B)

- Develop a monitoring plan for its SIG 1003(g) schools
- Receive technical support and assistance, if needed, from the GaDOE District Effectiveness team
- Demonstrate sound fiscal management of federal grants with limited audit findings
- Submit signed assurances with the application
- Actively eliminate barriers with respect to the implementation of the selected intervention model

- Demonstrate an ability to recruit and retain Turnaround principals and staff to implement the selected intervention model
- Demonstrate a commitment of its school board to the intervention model

(3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Priority school identified in the LEA’s application.

The GaDOE will provide technical assistance to LEAs prior to the submission of budgets in order to ensure that SIG funds will be used for the intended purpose and that submitted budgets will be of sufficient size and scope to implement the selected intervention model with fidelity. As part of this application, GaDOE will utilize a scoring rubric which will be used by the State review panel to evaluate budgets submitted by each LEA. This tool will ensure that the LEA applications recommended for funding contain budgets that reflect allowable expenditures covering a three-year period, are reasonable given the scope of the intervention strategies, and are aligned with activities that support the selected intervention model and are aligned with the LEA’s needs assessment analysis.

Part 2

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA’s commitment to do the following:

(1) Design and implement interventions consistent with the final requirements.

Process the SEA will use for Determining Qualification of Schools Requested to be Served in the LEA Application

The GaDOE will require each eligible LEA to provide a narrative describing the design and implementation of the SIG 1003(g) intervention model that will be employed in each Priority school it chooses to serve. The SEA will utilize the rubric (provided in the LEA application as an attachment) to determine those LEA applications which demonstrate knowledge of the final requirements.

(2) Recruit, screen, and select external providers and consultants, if applicable, to ensure their quality. SEA Assessment of the LEA Process for Selecting Charter School Operator, Charter Management Organization (CMO), or Education Management Organization (EMO).

Although the GaDOE does not provide LEAs with a list of approved external providers, the GaDOE will review the LEA’s process for selecting and evaluating the quality of providers within the LEA application. In order to ensure the quality of an external provider chosen by the LEA, the SEA will review the LEA process for:

- Developing a written policy and procedure for selecting external providers and utilizing the process.
- Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include:
 - A Public Notice of Intent process
 - An assessment of the applicant provider’s knowledge of, skill with, and success rate related to the intervention model selected
 - A thorough review of each applicant’s administrative, organizational structure, legal, and financial perspectives
 - Documentation that references have been contacted to verify prior successful implementation of the selected intervention model

- Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function
- Clarifying the roles for the school provider and LEA that will be a part of the contract
- Ensuring that the LEA's central office staff will support successful implementation of the contract
- Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment
- Establishing clear goals and closely monitoring school performance
- Establishing a clear timeframe for measuring gains in student achievement
- Defining a process for cancelling the contract and restructuring when a contract provider is not successful

(3) *Align other resources with the interventions.*

The SEA will review the LEA process for:

- Developing a plan complete with strategies that focus on the individual school's student achievement needs
- Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school
- Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies. Additional resources may include: State and local funding, Title I, Part A, Title II, Title III, Title I, 1003(a) funds
- Supporting the quality implementation of the Common Core Georgia Performance Standards (CCGPS)
- Supporting achievement on the indicators of the College and Career Readiness Performance Index (CCRPI). The detailed budget narrative the LEA submits with their application will provide evidence of how other resources are aligned with the selected intervention

(4) *Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.*

The GaDOE will review the written LEA application and during the LEA interview, the LEA process for:

- Reviewing local board policies, which would restrict a school's ability to implement requirements of the intervention models for Priority schools
- Ensuring that the LEA's central office staff and Board of Education will support successful implementation of the interventions and school improvement strategies
- Demonstrating flexibility in removing barriers that will interfere with the intervention models selected

(5) *Sustain the reforms after the funding period ends.*

The GaDOE will review the written LEA application the LEA process for:

- Developing a plan with a timeline for continued implementation of the intervention strategies
- Measuring progress and adjusting strategies that have not proven to be effective
- Aligning funds to continue supporting successful intervention efforts and progress
- Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement and performance on the CCRPI

SECTION B-1: ADDITIONAL EVALUATION CRITERIA FOR PRE-IMPLEMENTATION

SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

N/A

SECTION C: CAPACITY

SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

An LEA that applies for a School Improvement Grant must serve each of its Priority schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Priority school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Priority schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Priority school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

The Georgia Department of Education will utilize an interview process to determine if an LEA lacks capacity to implement a school intervention model in each Priority school.

Steps the SEA Will Take if it Determines an LEA has More Capacity Than it Demonstrates in its SIG Application

If the GaDOE staff determines that the LEA has more capacity than it demonstrates in its SIG 1003(g) application, the GaDOE will notify the LEA of the SEA's decision and require the LEA to submit an amended application or provide additional evidence to support the lack of capacity claim within two weeks of such notice.

SECTION D (PART 1): TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

(1) Describe the SEA's process and timeline for approving LEA applications.

The GaDOE will provide written notice to eligible LEAs regarding the LEA application process of applying for a SIG 1003(g) grant. For the purpose of the 2012 SIG 1003(g) grant cohort, the schools eligible to be served will be those that have been identified as Priority schools as listed in Georgia's approved Elementary and Secondary Act (ESEA) waiver request. The LEA application will be reviewed and funding will be based on schools with greatest needs and the LEAs ability to demonstrate the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. The annual grant award process for new Cohorts consists of identifying Priority schools for the grants, reviewing LEA applications for funding, interviewing LEA teams, determining the award amount, submitting the proposed grants to the State Board of Education (SBOE) for approval, and notifying grantees of awards following SBOE approval.

Timeline of the Grant Award Process*

January 16, 2013 – Submission of SEA Application to USED

February 2013 – USED Approval of SEA Application

March 2013 – Technical Assistance Workshops

April 1, 2013 – Submission of LEA Application to SEA, 30 days from invitation to submit

April 2-10, 2013 – Review of LEA Applications by SEA

April 11, 2013 – Executive Cabinet receives notice of intent to recommend to State Board of Education

April 18, 2013 – Review of Board Action Item for LEA SIG Awards by Cabinet

April 29, 2013 – Review of Board Action Item for LEA SIG Awards by Chief Financial Officer

May 1, 2013 – DOE Dry Run with State Superintendent

May 9, 2013 – Board Action Item for LEA SIG Awards

May 10, 2013 – Grant Award Notification Letters to LEAs

Beginning May 2013 – LEAs to Implement Chosen Intervention Model

*This timeline is contingent upon receiving US ED approval no later than February 28, 2013.

SECTION D (PARTS 2-8) DESCRIPTIVE INFORMATION:

SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

- (2) *Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Priority schools and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Priority schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.*

The SEA will review the LEA applications and determine if the Priority schools' identified annual goals for student achievement are ambitious yet attainable. LEAs must submit annual goals which reflect current achievement data and show a reduction in the percentage of students that are non-proficient on Reading, English Language Arts, and Mathematics assessments by a significant amount (8%, with a total of 25% point reduction over 3 years consistent with the Priority exit criteria listed in the Georgia's approved ESEA Flexibility Waiver). Additionally, high schools newly identified as SIG Priority Schools, must include annual goals that reflect an increase in their cohort graduation rate by 8% over a period of three years. The 8% mark represents one-half of a deviation above the statewide annual average increase between 2003 and 2011.

GaDOE staff will continue to review the Priority schools' identified annual goals for student achievement to determine if progress towards those goals is sufficient. In the event that progress is not sufficient, LEAs will have the opportunity to identify areas in which they need support from the SEA. Consultation between the LEA and SEA will result in agreed upon changes that should be reflected in the school improvement plan and the corresponding budget established to aid progression toward annual goals. Such consultation will take place after the first determination of the schools disaggregated test data is available for review.

If an LEA does not identify areas in which it needs SEA support and/or after consultation with the SEA, or the subsequent implementation does not reflect changes needed to bring about significant improvement toward meeting its annual goals, then the recommendation to the State Board of Education by the SEA will be to non-renew the LEA grant for subsequent years.

- (3) *Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Priority schools the LEA is approved to serve.*

School Improvement Grant (SIG) budgets and program intervention implementation will be monitored by GaDOE staff during regularly scheduled compliance reviews. GaDOE staff will be assigned to the schools to provide field based, technical assistance and support to ensure that the schools remain on schedule in implementing the intervention plan models with fidelity. Indistar will be used as the repository to document the ongoing work of the schools in implementing the selected model of transformation and the interventions chosen to support the reform initiative. GaDOE staff will provide ongoing feedback to the action plans that are documented by the schools within Indistar. Additionally, GaDOE staff will conduct quarterly monitoring of the SIG schools/LEAs. The Quarterly Monitoring will be documented within Indistar. This ongoing feedback will allow for continual review of the results of the interventions being implemented and afford opportunity for informed changes to be made to support success.

In the event of a programmatic finding, a formal letter of findings outlining the necessary corrective action(s), and timeline for same, will be forwarded to the LEA Superintendent. Any LEA failing to correct deficiencies outlined in the LEA written corrective action timeline are subject to a delay of funds until corrections are made.

LEAs will be responsible for monitoring their Priority SIG schools, utilizing the GaDOE SIG 1003(g) Monitoring Form. The completed monitoring forms are to be filed in Indistar at the end of each month. The Monitoring documents will be reviewed by GaDOE staff.

Fiscal Analysts will provide on-going desktop monitoring of the SIG 1003(g) budgets. Onsite fiscal monitoring of the LEAs will be conducted by the Fiscal Analysts on a yearly cycle. In addition, onsite monitoring outside of the scheduled cycle will be conducted as needed if an LEA demonstrates serious or chronic compliance problems. The Fiscal Analysts must follow the Division protocol when conducting an onsite monitoring of an LEA. A copy of all monitoring documentation will be maintained with the SEA. After the onsite monitoring visit, the SEA will provide the fiscal monitoring report to the LEA within 30 business days of the onsite visit. The report is sent to the LEA Superintendent and the SIG Coordinator. The report will consist of recommendations, findings, and required actions. Upon receipt of the final report from the SEA, the LEA has 30 business days to respond to any required actions. When the GaDOE staff determines that the response indicates that the LEA has taken steps to ensure full compliance in the identified areas, notice will be sent to the LEA approving the proposed corrective actions. Any LEA failing to correct deficiencies outlined in the LEA written corrective action timeline are subject to a delay of funds until corrections have been made. Finally, the GaDOE will maintain a database of all site visit reports by monitoring cycle. Summary analyses of the findings, recommendations, and commendations from the reports provide a more complete picture of implementation, and inform efforts to provide leadership activities and technical assistance to the LEA.

- (4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.***

The SEA will review each LEA application to ensure the application is complete. The SEA will give priority consideration to schools based on the quality of the application as measured by the Rubric and Checklist. Priority will then be the strongest commitment to utilize the funds for supporting implementation of the designated intervention model, as determined by capacity, needs analysis, and support to remove barriers for success.

- (5) If the SEA intends to take over any Priority schools, identify those schools and indicate the school intervention model the SEA will implement in each school.***

The Official Code of Georgia (O.C.G.A Section 20-2-50) does not allow the State to assume control of school systems or schools.

- (6) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Priority schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.⁴***

As defined within the ESEA Flexibility Waiver, the SEA will offer services to Priority schools. (See Appendix C)

⁴ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

SECTION E: SEA RESERVATION

SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it has received from its School Improvement Grant.

The SEA will reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

Activities Funded with Administrative Reservation

- The SEA will provide technical assistance training to LEAs, either by webinars or face-to-face sessions, which will include topics such as:
 - Understanding the School Improvement Grant requirements
 - The four required intervention models to be implemented
 - Selecting external providers
 - Analyzing school needs
 - Understanding and completing the LEA application
 - SIG budget development and management.
- GaDOE staff will be employed to:
 - Approve budgets
 - Provide ongoing technical assistance to LEAs and funded schools.
 - Evaluate annual goals established by LEAs related to student achievement progress
 - Monitor the School Improvement Grant program.
- Professional learning opportunities for SEA School Improvement staff will include:
 - Workshops and training for SIG staff regarding utilizing effective strategies/interventions including the effective implementation of the Common Core Georgia Performance Standards
 - SIG guidance and updates
- Travel expenses for SIG employees providing technical assistance

SECTION F: CONSULTATION WITH STAKEHOLDERS

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application. The notice was sent to the Committee of Practitioners (CoP) for comments on January 10, 2013. The comments were received and reviewed on January 15, 2013. (See Appendix D)

SECTION G: WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Georgia requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Priority or Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

Note: An SEA that requested and received the Tier II waiver for its FY 2011 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2012 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Waiver 2: n-size waiver

Note: An SEA that requested and received the n-size waiver for its FY 2011 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2012 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]**.

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Waiver 3: New list waiver

Because the State does not elect to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2011 competition.

Waiver 4: Priority schools list waiver

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of Priority schools under ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that, through its request for ESEA flexibility, its priority school definition provides an acceptable alternative methodology for identifying the State's lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of PLA schools in the SIG final requirements.

WAIVERS OF LEA REQUIREMENTS

Georgia requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Priority, Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Priority or Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Priority or Tier I, Tier II, and Tier III schools.

Waiver 5: School improvement timeline waiver

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2011 competition and wishes to also receive the waiver for the FY 2012 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011, 2011-2012 or 2012-2013 school years cannot request this waiver to "start over" their school improvement timeline again.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Priority or Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2013-2014 school year to "start over" in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2013-2014 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Priority or Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Waiver 6: Schoolwide program waiver

Note: An SEA that requested and received the schoolwide program waiver for the FY 2011 competition and wishes to also receive the waiver for the FY 2012 competition must request the waiver again in this application.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Priority, Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Priority or Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

ASSURANCE OF NOTICE AND COMMENT PERIOD—APPLIES TO ALL WAIVER REQUESTS

(Must check if requesting one or more waivers)

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Priority or Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Priority school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Priority school.
- Report the specific school-level data required in section III of the final SIG requirements.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Waiver for ESEA Requirements 03.08.12

Appendix A

Reward Schools – Title I Schools	Priority Schools – Title I Schools	Focus Schools – Title I Schools	Alert Schools* - Title I and Non-Title I Schools
<p>Definition:</p> <ul style="list-style-type: none"> 2 ways to be identified: <ul style="list-style-type: none"> Highest Performing Highest Progress Based on 2011 composite of: <ul style="list-style-type: none"> CRCT: Reading, ELA, Math CRCT-M: Reading, ELA, Math GAA: ELA, Math EOCT: 9th Grade Lit/Comp, American Lit, Math I, Math II, Algebra, Geometry <p>Highest Performing</p> <ul style="list-style-type: none"> 5% of Title I schools (78 schools) Highest performance for the "All Students" group (n size ≥ 30) over 3 years High schools with the highest graduation rates May not be identified as a Priority School or a Focus School Must have made AYP in 2011 <p>Highest Progress (156 schools)</p> <ul style="list-style-type: none"> 10% of Title I schools Highest progress in performance for the "All Students" group (n size ≥ 30) over 3 years High schools that are making the most progress in increasing graduation rates May not be identified as a Priority School or a Focus School 	<p>Definition:</p> <ul style="list-style-type: none"> 3 ways to be identified: <ul style="list-style-type: none"> SIG School – 1003 (g) Grad rate less than 60% over 2 years (proxy rate) Achievement of the "All Students" group (n size ≥ 30) and a lack of progress on achievement over 3 years Based on 2011 composite of : <ul style="list-style-type: none"> CRCT: All Subjects CRCT-M: Reading, ELA, Math GAA: All Subjects EOCT: All Subjects*** 5% of Title I schools – lowest achieving (78 schools) 	<p>Definition:</p> <ul style="list-style-type: none"> 2 ways to be identified: <ul style="list-style-type: none"> Grad rate less than 60% over 2 years (proxy rate) and not identified as a Priority School Largest within-school gaps between highest achieving subgroup** and the lowest achieving subgroup** (CRCT, CRCT-M, GAA, and Grad Rate) Based on minimum n size ≥ 30 Based on 2011 composite of : <ul style="list-style-type: none"> CRCT: All Subjects CRCT-M: Reading, ELA, Math GAA: All Subjects 10% of Title I schools (156 schools) 	<p>Definition:</p> <ul style="list-style-type: none"> 3 ways to be identified: <ul style="list-style-type: none"> Graduation Alert Subgroup Alert Subject Alert Based on minimum n size ≥ TBD Title I and Non-Title I schools Graduation Alert: graduation rate is below 3 standard deviations from the mean of the state's subgroups' graduation rate <ul style="list-style-type: none"> Based on 9 ESEA subgroups** Subgroup Alert: achievement rate is below 3 standard deviations from the mean of the state's subgroups' meets and exceeds rate <ul style="list-style-type: none"> Based on 9 ESEA subgroups** Subject Alert: subject achievement is below 3 standard deviations from the mean of the state's meets and exceeds rate for each subject Based on 2011 composite of : <ul style="list-style-type: none"> CRCT: All Subjects CRCT-M: Reading, ELA, Math GAA: All Subjects EOCT: All Subjects*** Does not include Priority Schools and Focus Schools
<ul style="list-style-type: none"> Reward Schools initially identified in September 2012 Reward Schools designations will replace Distinguished Schools Reward Schools will be identified annually 	<ul style="list-style-type: none"> Priority Schools will be identified in April 2012 and will be served for 3 years Supports and interventions will begin in June 2012 	<ul style="list-style-type: none"> Focus Schools will be identified in April 2012 and will be served for 3 years Supports and interventions will begin in June 2012 	<ul style="list-style-type: none"> Alert Schools will be initially identified in April 2012 Alert Schools will be identified annually Supports and interventions will begin in June 2012

Approval of the waiver allows/requires Georgia to:

- Continue development and refinement of the College and Career Ready Performance Index (CCRPI) during 2012;
- Identify Reward, Priority, and Focus Schools as prescribed by US ED;
- Identify Alert Schools, which are unique to Georgia, and provide greater emphasis on subgroup performance and issues;
- Use all state assessments in the identification of Priority, Focus, and Alert Schools;
- Set Performance Targets to trigger Performance Flags (Performance Targets replace the Annual Measurable Objectives (AMOs) under AYP);
- Exercise greater flexibility with federal funding;
- Authorize districts to provide Flexible Learning Programs (FLPs) in lieu of Supplemental Education Services (SES) providers;
- Follow state law (O.C.G.A. 20-2-2130 – 20-2-2031) relative to school choice;
- Include Reward, Priority, Focus, and Alert status on the CCRPI public reporting structure;
- Implement Teacher Keys Evaluation System (TKES) and Leader Keys Evaluation System (LKES) statewide;
- Provide initial CCRPI report to systems by December 2012;
- Submit refined CCRPI for US ED review in March 2013 (US ED deadline for submittal is May 24, 2013);
- Implement CCRPI (which includes the continuation of Reward, Priority, Focus and Alert Schools designations) as Georgia's Single Statewide Accountability System in 2013.

* Unique to Georgia's ESEA waiver request

** ESEA Subgroups: Asian/Pacific Islander, Black, Hispanic, American Indian/Alaskan, White, Multi-Racial, Students with Disabilities, English Learners, Economically Disadvantaged

***9th Grade Literature, American Literature, Algebra I, Geometry, Mathematics I, Mathematics II, Biology, Physical Science, US History, Economics



LEA Interview Protocol & Questions

Protocol:

The final phase of the grant application process will be the LEA Interview. The LEA interview team will be comprised as follows:

- The Superintendent of Schools
- A member of the Local Board of Education
- Human Resources Director/Designee
- Curriculum and Instruction/School Improvement Director
- Member(s) of the leadership team from the eligible Priority school (limit two)

The interview will consist of questions designed to determine the LEAs capacity to implement and sustain the selected reform model.

Interview questions:

1. What was the process the LEA used to develop and submit the application?
2. In developing your application, how did the LEA:
 - Conduct a Needs Assessment
 - Select a Model
 - Construct its Budget
 - Use student data to determine its intervention strategies
3. Describe your process and procedures for recruitment, replacing and retention of a high performing principal.
4. Describe your process and procedures for recruitment, replacing and retention of staff with the necessary skills and competencies to implement the reform model.
5. Describe how you will ensure that the grant will be monitored to demonstrate sound fiscal management.
6. How will the grant be monitored by the LEA to ensure that the interventions, programs and processes are implemented with fidelity?
7. Discuss how the LEA will actively eliminate barriers with respect to the implementation of the selected intervention model. What policies or procedures will change?
8. What is the Local School Board's commitment to the implementation and sustainability of the selected model after the grant expires?

SERVICES TO PRIORITY SCHOOLS

A school identified as a Priority School will receive the support of the School Improvement Division of the GaDOE. This support will be through assignment of a school improvement specialist who will work with the school on a regular basis and will bring in other staff to support identified areas for growth. Support for schools needing comprehensive services will be provided by the GaDOE school improvement specialists and will be coordinated with other initiatives such as School Improvement Grants (1003g) and Race to the Top. All supports and interventions will be implemented in 2012-2013. See SIS expectation chart on the next page.

SIS Expectations Chart

School Keys/Topic	Actions
Planning and Organization/ School Improvement Planning Process	<ul style="list-style-type: none"> • Ensure that the School Improvement Plan is focused on the CCGPS/GPS and standards-based teaching and learning • Ensure that a plan for monitoring is in place and is implemented • Assist in the development, implementation, and monitoring of the School Improvement Plan • Support the implementation of the corrective action plan • Ensure that the school budget supports implementation of the plan and that the school improvement specialist participates in the budgetary process • Ensure that the school improvement specialist, along with the principal, leadership team, and instructional coaches observe classrooms and provide feedback for implementation of the CCGPS/GPS and standards-based teaching and learning
Assessment/ Data Analysis	<ul style="list-style-type: none"> • Review school data (demographic, student achievement, perception, process) to ensure that plans are relevant to the data <ul style="list-style-type: none"> ○ Assist principal and leadership team with implementation of monitoring ○ Student academic progress ○ Attendance (student and teacher) ○ Discipline • Assist the system and school with analysis of feeder school student achievement data • Assist system and school(s) with development of a vertical plan to address feeder patterns
Leadership / Leadership teams	<ul style="list-style-type: none"> • Ensure that the leadership team utilizes the School Keys, Leadership Standard 4, and the Leadership team High Impact Practice Rubric to self-assess progress three times per year <ul style="list-style-type: none"> ○ Ensure established roles and responsibilities of the leadership team are focused on standards-based instruction and monitoring to support teaching and learning. ○ Ensure that appropriate norms and protocols (problem-solving & decision-making) have been established, implemented, and regularly monitored ○ Ensure that the leadership team meets, at a minimum, twice a month ○ Ensure that the leadership team analyzes, develops, implements, and monitors Short Term Action Plan (STAP) • Ensure that the leadership team addresses targeted areas and provides feedback from internal and external reviews, for example, GAPSS, CTAE, SACS, TAV, and Awareness/Focus Walks • Ensure that the leadership team develops, implements, and distributes minutes to all staff in a routine and timely manner • Support follow-through with implementation of strategies from the Summer Leadership Academy • Support the principal/leadership in monitoring the implementation of professional learning
Curriculum Assessment Instruction	<ul style="list-style-type: none"> • Ensure that the school is implementing CCGPS/GPS • Ensure implementation of GaDOE Instructional Frameworks • Ensure implementation of standards-based teaching and learning • Ensure quality professional learning focused on the components of the High Impact Practice Rubric: Standards-Based Classrooms and Math Addendum for Standards-Based Classrooms
Curriculum, Assessment, Instruction/ Framework Assessments	<ul style="list-style-type: none"> • Ensure framework/benchmark/ assessments are given and results analyzed by teachers to guide instruction • Ensure that administrators and the leadership team guide school-wide planning
Leadership / Teacher Efficacy	<ul style="list-style-type: none"> • Ensure that the principal consistently monitors and evaluates teacher effectiveness and provides appropriate feedback for teachers • Ensure that the school and district have a plan for hiring highly qualified teachers

Planning and Organization/ Short Term Action Plan	<ul style="list-style-type: none"> • Support implementation of the STAP • Complete bimonthly progress reports for submission to lead school improvement specialist, principal, and district designee • Ensure school completes attendance (teacher and student) and discipline reports by the 5th of each month and send to the lead school improvement specialist.
Professional Learning	<ul style="list-style-type: none"> • Support the instructional coaches in planning and conducting professional learning based on the components of the coaching cycle • Support the implementation of professional learning provided by the state • Ensure that the school improvement specialist attends all GaDOE required professional learning with their respective school(s) • Ensure that the school improvement specialist participates in required GaDOE webinar sessions, if applicable • Ensure that the school improvement specialist participate in RESA and/or GLRS professional learning, if applicable
Monitoring embedded in all School Keys	<ul style="list-style-type: none"> • Ensure that the school improvement specialist, along with the principal, leadership team and instructional coaches monitor the instructional program through Focus Walks, Awareness Walks, and/or classroom observations with feedback

In 2012-2013 districts (LEAs) will sign a three year memorandum of agreement with the GaDOE on behalf of Priority Schools. The memorandum of agreement will outline a set of non-negotiable actions and interventions required of each priority school aligned with the turnaround principles. The memorandum of agreement will be developed during the spring of 2012. Meetings will be held and agreements finalized with the superintendent, school principal, GaDOE school improvement staff, and other designated staff from the district or GaDOE by August 15, 2012. These non-negotiable actions and interventions include, but are not limited to, the following:

1. Assess the performance of the current principal. If necessary, replace the principal. Work collaboratively with GaDOE to develop criteria for selection of an effective turnaround principal.	Turnaround Principle 1
2. Work collaboratively with GaDOE to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan.	Turnaround Principle 2
3. Participate in required professional learning provided by the GaDOE.	
4. Hire an instructional coach to engage teachers in school-based, job-embedded professional learning.	
5. Work collaboratively with GaDOE to screen teachers transferring to the priority school.	Turnaround Principle 3
6. Provide additional learning time for students.	
7. Provide time during the regular school day for teachers to collaboratively plan instruction to address the content of the	

CCGPS and student learning needs.	
8. Offer Flexible Learning Programs.	
9. Implement the GaDOE Common Core Georgia Performance Standards frameworks in ELA and Mathematics.	Turnaround Principle 4
10. Participate in a state-led Georgia Assessment of Performance on School Standards (GAPSS) Analysis.	Turnaround Principle 5
11. Develop and implement short-term action plans to achieve the goals in the school improvement plan.	
12. Develop a leadership team and meet a minimum of two times per month to develop and implement short-term action plans and monitor implementation of the school improvement plan.	
13. Analyze teacher attendance and develop a plan for improvement if needed.	Turnaround Principle 6
14. Analyze student attendance and develop a plan for improvement if needed.	
15. Identify students who are at-risk of not graduating and develop a plan of action for supporting those students.	
16. Analyze student discipline referrals and develop a plan for improvement if needed.	
17. Develop and implement a plan for student, family and community engagement.	Turnaround Principle 7
Ensure that parent notices and family engagement components are adequately adopted in Flexible Learning Programs.	
Priority Schools will be assigned a GaDOE school improvement specialist to provide support and technical assistance with implementation of the non-negotiable actions and interventions. In addition, a GaDOE lead school improvement specialist will regularly monitor implementation of the non-negotiable actions and interventions. Priority Schools that begin to implement one of the four SIG models or interventions aligned with the turnaround principles will continue to do so for a period of three years.	

Turnaround Principle 1

Once schools have been identified as Priority Schools, the GaDOE will work in collaboration with the district to assess the performance of the current principal. In addition, the GaDOE will review school achievement trend data for the school(s) the principal previously served to determine the principal’s track record in improving student achievement. Based on the review, the GaDOE and the district will determine whether or not to replace the principal. Criteria will be developed and used to standardize the decision regarding replacement of the principal. If the district makes the decision to replace the leadership, the GaDOE will work with the district to develop criteria for selecting effective turnaround leaders.

The GaDOE will develop a memorandum of agreement with each district that provides flexibility to turnaround principals in the areas of scheduling, staff, curriculum, and budget. Meetings with the LEA regarding leadership at Priority Schools will be held prior to May 1, 2012.

Turnaround Principle 2

In Priority Schools, the GaDOE school improvement specialists will work with the school leadership to review the quality of staff members. This review will include student achievement trend data included in the Longitudinal Data System (LDS) at the individual teacher level. Teachers transferring to the Priority School will be screened to prevent the selection of ineffective teachers. The GaDOE staff will work collaboratively with districts to make decisions regarding transfers of teachers to Priority Schools.

The GaDOE will develop a memorandum of agreement with each district to ensure processes and policies are in place to prevent the transfer of ineffective teachers to Priority Schools.

Georgia is committed to developing a comprehensive teacher evaluation system that focuses on providing feedback regarding the implementation of standards based instruction of the CCGPS. The cycle included in this teacher assessment process includes the use of conferencing, observation, and self reflection.

Upon identification, Priority Schools will be provided professional development and technical assistance addressing leadership, the school improvement process, school standards, implementation of the CCGPS, and implementation of job-embedded professional learning. Strategies to engage English learners, students with disabilities, and economically disadvantaged students in the CCGPS will be at the forefront of all professional development provided to Priority Schools. Professional learning about leadership and improvement will be provided to district staff by the GaDOE School Improvement staff at the Summer Leadership Academy in June 2012. Professional learning and technical assistance will be provided by the school improvement specialist regarding leadership teams and the school improvement process throughout the 2012-2013 school year.

Turnaround Principle 3

The use of time is critical in ensuring that all students have an opportunity to learn. Georgia has flexibility across districts in the determination of school calendars and length of school day. Although there is a minimum time allocation, districts can configure the length of day and number of days in a variety of ways that meets the needs of the students. The use of data analysis included in the School Keys enables a school to examine practices and processes currently being implemented, practices and processes that need to be eliminated, and practices and processes that need to be expanded. School improvement specialists will work with the leadership teams in schools to assess current schedules and school calendars, and make appropriate revisions to provide additional learning time for students and additional learning time for teachers.

Turnaround Principle 4

The importance of an effective teacher for every student in every classroom is documented throughout current research. The GaDOE has adopted the Common Core State Standards. Providing multiple opportunities for teachers to master the implementation of the CCGPS is essential. The school improvement specialists that will serve the Priority Schools are provided with professional learning opportunities to strengthen their understanding of research-based instructional practices and programs (e.g., differentiated instruction, formative assessment strategies, etc.). The school improvement specialists will provide support with selection of research-based actions, strategies, and interventions for the school improvement plans and provide onsite support with implementation. The GaDOE has also developed frameworks and lessons that address rigor for all students. Georgia has a strong history of working with the Regional Educational Service Agencies (RESA) in supporting the implementation new curriculum. RESAs are currently involved in all GaDOE sponsored professional learning on the CCGPS and aligned assessments. The development of formative assessments that guide instruction is being done at the district and regional level. The School Improvement Division supports this work through on-going collaboration with the RESAs and by providing training for Instructional Coaches.

Turnaround Principle 5

Upon identification, Priority Schools will participate in a state-led Georgia Assessment of Performance on School Standards (GAPSS) analysis. Through the GAPSS analysis diagnostic process a variety of data are collected from multiple sources to assess the status of a school on each of the school standards. The data are combined to inform the results of the GAPSS analysis, which, in turn, informs the development and implementation of school improvement initiatives.

The Priority Schools will attend a summer leadership academy for school-based leadership teams. This intensive, week-long professional learning opportunity engages participants in the use of school data to inform the continuous improvement process. School teams are actively engaged in the school improvement process throughout the academy. Sessions provide support to school teams with the following actions.

- Establishing a data-driven leadership team
- Collecting and analyzing the four types of data (student achievement data, process data, demographic data, and perception data) including the results from the GAPSS analysis
- Determining root causes
- Developing SMART goals
- Selecting research-based strategies, actions, and interventions to meet school improvement goals
- Identifying artifacts and evidence of implementation
- Creating a professional learning plan to support implementation
- Designing a plan for monitoring implementation of the school improvement plan

Leadership teams complete the academy with a product, a systematically and deliberately developed school improvement plan that is aligned to current, relevant school data and ready to be implemented and monitored immediately.

The school improvement specialist assigned to the Priority School will provide ongoing technical assistance to support implementation of the school improvement plan. Actions, strategies, and interventions from the school improvement plan become the primary focus of the priority school. While school improvement specialists facilitate the development and implementation of short-term action plans to achieve the goals of the school improvement plan, lead school improvement specialists conduct regularly scheduled site visits to monitor implementation. A balance of support and pressure will ensure that Priority Schools have the necessary tools needed and are accountable for improving student achievement.

Priority Schools will be provided technical assistance on the use of the Statewide Longitudinal Data System (SLDS). This tool will allow teachers and administrators to access timely and relevant data when planning and revising instruction. The SLDS allows teachers to rapidly see student data from the current as well as previous years. The SLDS allows for quick and easy analysis of the accumulated data for both individual students and groups of students. Access to such information supplies teachers with a better understanding of the needs of their students. Consequently, instruction guided by data is more likely to support and enhance the academic performance of all students.

In addition, school improvement specialists will support administrators and teachers in the collection of the four types of data and the use of the data to make instructional decisions. The memorandum of agreement will require school leadership to meet a minimum of once every two weeks to analyze data, assess progress toward school improvement goals, and determine actions to support implementation. In addition, the memorandum of agreement will require collaborative planning time during the school day for teachers. School improvement specialists will provide support and technical assistance to ensure effective use of leadership team meetings and collaborative planning time.

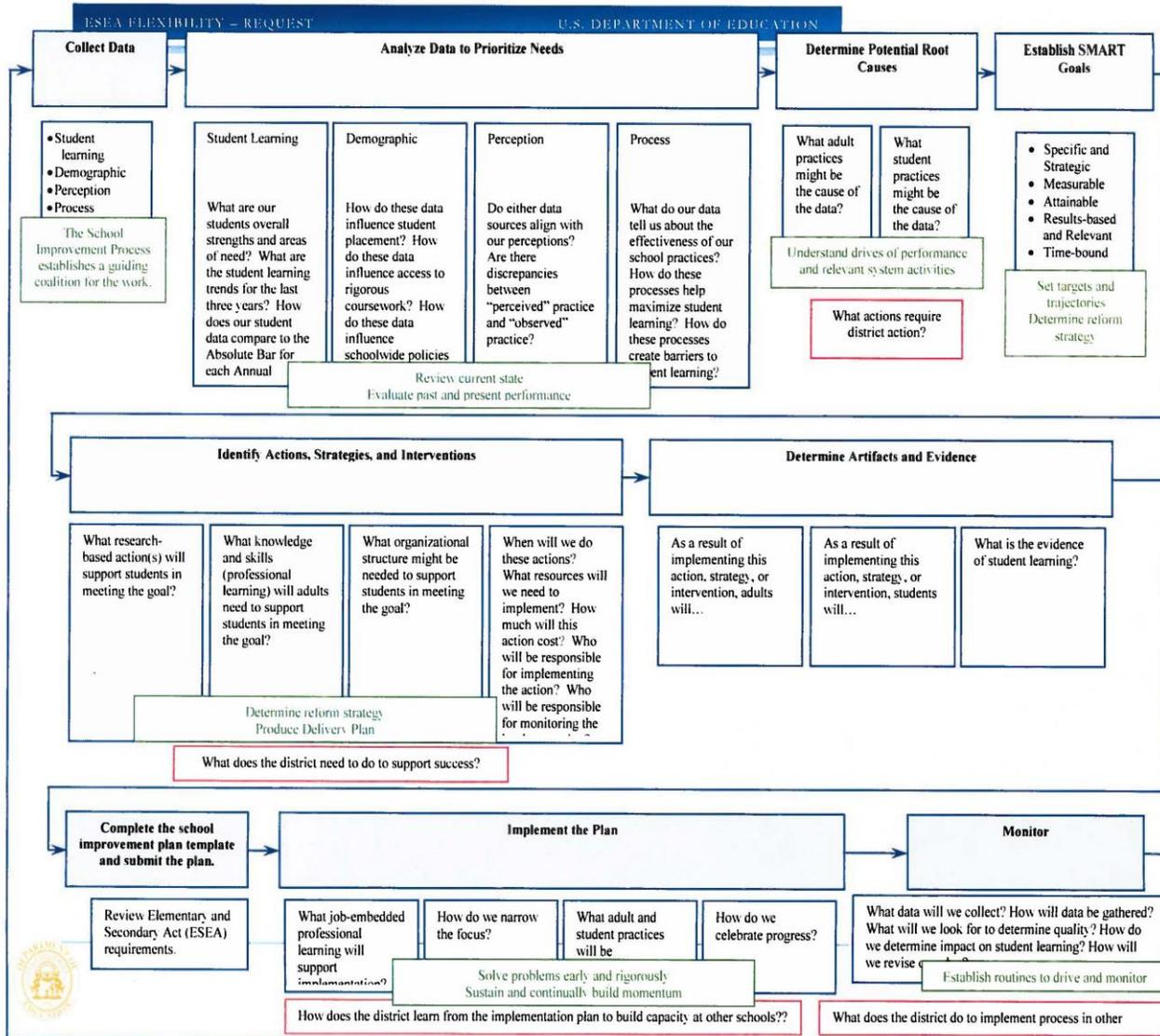
Turnaround Principle 6

School improvement specialists will facilitate the analysis of teacher and student attendance data. Based on the analysis, Priority Schools will include actions and interventions to address issues and concerns with teacher and student attendance in the short-term action plan. School level staff members will continuously track and monitor teacher and student attendance and make adjustments to the plan accordingly. Lead school improvement specialists will monitor implementation of actions and interventions to increase teacher and student attendance during site-based monitoring visits to Priority Schools.

Turnaround Principle 7

Require a plan for family and community engagement; ensure all family and community engagement plans are in place as required; and participate in the Family Engagement Conference.

The school improvement process used in Georgia is influenced by the work of Sir Michael Barber and the Education Delivery Institute. The process is described below with *Deliverology* alignment points identified in green and the district involvement outlined in red.
(Also See Appendix G School Improvement Flow Chart)



Priority Schools will also be required to offer Flexible Learning Programs (FLP) through a 5% set-aside of their Title I allotments. Refer to 2.F

At the end of each year, the GaDOE will carefully review summative data and all indicators from the CCRPI to assess progress of Priority Schools. In collaboration with school districts, adjustments will be made based on data to the non-negotiable actions and interventions for each individual Priority school.

Appendix D

From: [Jennifer Davenport](#)
To: [a.kicklighter](#); [a.mueller](#); [Barbara Lunsford](#); [Carolyn Brown](#); [Constance Carter](#); [Cynthia Saxon](#); [debbie.peabody](#); [Diane Starkovich](#); [Felicia Turner-Martin](#); [Georgia Thomas](#); [Jennifer Davenport](#); [John Torpy](#); [Jose Cortez](#); [Kathleen Scott](#); [ken.owen](#); [kylie.holley](#); [lucia.ribeiro](#); [m.noble](#); [Margo DeLaune](#); [Monica Delancy](#); [Muriel Coles](#); [pam.speaks](#); [patty.robinson](#); [s.clonts](#); [S.Myers](#); [Sherry Warren](#); [Strickland](#); [t.clayton](#); [Taneka Martin](#); [Tawana Miller](#); [Tom Dickson](#)
Cc: [Sylvia Hooker](#); [Patricia Rooks](#); [Margo DeLaune](#)
Subject: Committee of Practitioners Request for Review of FY 2012 SIG (1003g) Grant Application
Date: Thursday, January 10, 2013 5:39:10 PM
Attachments: [US ED FY 2012 SIG Application-SFA-Draft 1 10 2013 2pm.pdf](#)
[Committee of Practitioners Document Review Form.docx](#)
[Georgia SIG FY12 LEA Application 1 10 2013 2pm.pdf](#)

Dear Committee of Practitioners (CoP) Committee Members:

The Georgia Department of Education Office of School Turnaround is seeking comments on the following School Improvement Grant (SIG) 1003 (g) Application for FY2012 New Awards Competition that will be submitted to the U.S. Department of Education (US ED). You may respond by using the attached barriers and enablers form (attached) or you may respond with your comments directly in an email to Sylvia Hooker, Deputy Superintendent for School Turnaround at shooker@doe.k12.ga.us. Please respond by January 15, 2013.

Thank You.

Sylvia Hooker
Deputy Superintendent for School Turnaround
1566 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334
Tel. (404) 232-1426
Cell (404) 821-2269
shooker@doe.k12.ga.us
<http://www.gadoe.org>
"Making Education Work for All Georgians"



**Georgia Department of Education
Committee of Practitioners Document Review Form
January 10, 2013**

Document Reviewed _____

Date Reviewed _____

DISTRICT LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS—Why This Is A Good Idea
SCHOOL LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS—Why This Is A Good Idea
CLASSROOM LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS—Why This Is A Good Idea

General Comment



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education

From: Jennifer Davenport [<mailto:JeDavenp@doe.k12.ga.us>]
Sent: Thursday, January 10, 2013 5:39 PM
To: a kicklighter; a mueller; Barbara Lunsford; Carolyn Brown; Constance Carter; Cynthia.Saxon; debbie peabody; Diane Starkovich; Felicia Turner-Martin; Georgia Thomas ; Jennifer Davenport; John Torpy; Jose Cortez; Kathleen Scott ; ken owen; kylie holley; lucia ribeiro; m noble; Margo DeLaune; Monica Delancy; Muriel Coles; pam speaks; patty robinson; s clonts; S Myers; Sherry Warren ; Strickland; t clayton; Taneka Martin ; Tawana Miller; Tom Dickson
Cc: Sylvia Hooker; Patricia Rooks; Margo DeLaune
Subject: Committee of Practitioners Request for Review of FY 2012 SIG (1003g) Grant Application

From: Allen Kicklighter [<mailto:akicklighter@burke.k12.ga.us>]
Sent: Monday, January 14, 2013 10:54 AM
To: Sylvia Hooker
Subject: RE: Committee of Practitioners Request for Review of FY 2012 SIG (1003g) Grant Application
Importance: High

Good Morning,

As a member of the Title I Committee of Practitioners, I have reviewed the Revised FY 2012 SIG (1003g) Grant Application and agree with the changes. I see no barriers to this change in implementation.

Thanks,

Allen

Allen Kicklighter, Ed.D.
Federal Programs Director
Burke County Public School District
789 Burke Veterans Parkway (Perimeter Rd)
Waynesboro, Ga. 30830
akicklighter@burke.k12.ga.us
O: 706-554-8052
C: 706-871-3127
F: 706-554-8051

Dr. John D. Barge, State School Superintendent
January 15, 2013 • Page 1 of 2



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education

From: Warren, Sherry [<mailto:sherry.warren@cowetaschools.net>]
Sent: Monday, January 14, 2013 10:58 AM
To: Sylvia Hooker
Cc: Jennifer Davenport
Subject: Committee of Practitioners Review of SIG Application

Hi Sylvia, I have reviewed the document that Jennifer sent us. I do have a few concerns:

1. P. 11 #3 Most districts are no longer **consolidating funds** because we only get a couple that we can consolidate and it is so cumbersome to do so at the district level and it confuses the school level personnel when their ESOL funds are in their Title 1 accounts. Does this mean that in order to receive a SIG grant, the district **MUST** go back to consolidating funds? I am telling you that this is too much to ask us to do when it is not required.
 2. P.13- the **Timeline**....the workshops are scheduled for March (no specific dates given) and then the application is due April 12,th. Many districts have spring break during the first couple of weeks in April. If the workshops are late March, it might give only a week to prepare the application at the district level. I would like for the timeline to show that the technical assistance workshops to the districts would be **BEFORE** March 10th.
 3. P.8- The teacher evaluation data....unless you are an RT3 district, you don't have that information. If we were applying now, we would not have that information. Not yet sure what legislature is going to do, in regards to teacher evaluations. I don't have a suggestion here....just letting you know this could present a problem for some districts.
-



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Office of School Turnaround

January 10, 2013

MEMORANDUM

TO: Superintendents of LEAs eligible to receive an FY2012 1003(g) School Improvement Grant

FROM: Sylvia Hooker

SUBJECT: Request for Public Comments on the School Improvement Grants (1003g)
Application for FY2012 New Awards Competition Waiver

Dear Superintendents:

As indicated in the School Improvement Grants Application for FY2012 New Awards Competition, section 1003(g) of the Elementary and Secondary Education Assistance Act, CFDA Numbers: 84.377A; 84.388A, the final requirements of the U.S. Department of Education's (US ED) application, the Georgia Department of Education (GaDOE) will be seeking waivers from the US ED for the GaDOE as well as local educational agencies (LEAs) of the requirement as set forth below:

The GaDOE believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Priority schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Priority schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Priority schools.

Waivers of SEA Requirement

Waiver 4 – Priority Schools List waiver In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of Priority schools under ESEA flexibility, waives the school eligibility requirements in Section I.A.1 of the SIG final requirements

Waivers LEA Requirements

Waiver 5 – School Improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Priority participating schools that will fully implement a turnaround or restart model beginning in the 2013–2014 school year to “start over” in the school improvement timeline.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Office of School Turnaround

Waiver 6 – Schoolwide program waiver

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a school wide program in a Priority participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

The Ga DOE assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The GaDOE assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Priority schools, as applicable, included in its application.

The GaDOE assures that, prior to submitting this request in its School Improvement Grant application, the GaDOE provided all LEAs in the State that are eligible to receive an FY 2012 New Awards Competition School Improvement Grant (1003g) with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The GaDOE also assures that it provided notice and information regarding this waiver request to the public in the manner in which the GaDOE customarily provides such notice and information to the public (*e.g.*, by posting information on its Website) and has attached a copy of, or link to, that notice.

The GaDOE assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

GaDOE is now accepting any public comments concerning this waiver. Written comments should be emailed to shooker@doe.k12.ga.us or faxed attention to Sylvia Hooker at (404) 463-2609. All comments should be received by January 15, 2013.

Sylvia Hooker
Deputy Superintendent for School Turnaround
1566 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334
Tel. (404) 232-1426
Cell (404) 821-2269
shooker@doe.k12.ga.us
<http://www.gadoe.org>

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

**Part II: LEA Application 2012
Cover Page**

LEA Name:	LEA Mailing Address:
<p>LEA Contact for the School Improvement Grant</p> <p>Name:</p> <p>Position and Office:</p> <p>Contact's Mailing Address:</p> <p>Telephone:</p> <p>Fax:</p> <p>Email Address:</p>	
Board Chairman (Print Name):	Telephone:
Signature of Board Chairman:	Date:
Superintendent (Printed Name):	Telephone:
Signature of Superintendent:	Date:
<p>X _____</p>	
<p>The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.</p>	

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

LEA Name: _____

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	restart	closure	transformation

Note: An LEA that has nine or more priority schools may not implement the transformation model in more than 50 percent of those schools.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

LEA Name:

School Name:

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. A LEA may not exceed seventy-five (75) pages for this section.

1. For each Priority school that the LEA commits to serve, the LEA must complete a comprehensive needs assessment and analysis resulting in the selection of an appropriate intervention for each school. The analysis must include the following data sets:

Elementary/Middle School Profile Requirements

School profiles will include data of each identified elementary/middle school's:

- Number of days within the school year
- Number of minutes within the school day/year
- Percentage of limited English proficient students who attain English language proficiency utilizing the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) exam
- Dropout rate
- Student attendance rate
- Number of discipline incidents
- Number of truants
- Teacher attendance rate
- Distribution of teachers by performance level as designated on the LEA's Teacher evaluation system
- Percentage of students (by subgroups) in grades 3 through 8 who met or exceeded the annual measurable objective (AMO) proficiency levels in Reading, English Language Arts (ELA), and Mathematics on the Criterion-Referenced Competency Test (CRCT).
- Average scale scores in Reading, English Language Arts, and Mathematics for students (by subgroups) in grades 3 through 8 taking the CRCT

High School Profile Requirements

School profiles for each identified high school, will be all of those elements included for the elementary/middle school data listed above, with the exception of the CRCT assessment data, and will also include:

- Graduation rates (including the 2011 Cohort Graduation Rate).
- Number of teachers on staff

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

- Number of teachers evaluated
- Percentage of students completing advanced coursework, early-college high schools, or dual enrollment classes
- Distribution of teachers by performance level as designated on the LEA's teacher evaluation system
- Percentage of students (by subgroups) in grade 11 who met or exceeded the AMO proficiency levels in English Language Arts (ELA) and Mathematics on the Georgia High School Graduation Test (GHSGT).
- Percentage of students passing the Mathematics I and II, ELA: Ninth Grade Literature and Composition, and American Literature and Composition End of Course Tests (EOCTs).
- Average scale scores on the Mathematics and ELA assessments listed above

- a) Provide a narrative discussing the process and outcomes of the analysis for each Priority school. The narrative must discuss how the needs assessment aligns with the selection of the specific SIG 1003(g) intervention model selected by the LEA for each Priority school.

(Respond Here)

- b) For each Priority school that the LEA commits to serve, the LEA must describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school in order to implement, fully and effectively, the required strategies of the school intervention model it has selected.

(Respond Here)

2. If the LEA is not applying to serve each Priority school, the LEA must explain why it lacks capacity to serve each Priority school.

(Respond Here)

3. Complete the appropriate portion of Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: Transformation Model) that corresponds to the model selected for each Priority school. Attachment 1 addresses the LEA's actions it has taken, or will take, to:
- a. Design and implement the interventions consistent with the final requirements of the model selected for each school.
 - b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
 - c. Align other resources with the interventions.
 - d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
 - e. Sustain the reforms after the funding period ends.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

4. Complete the appropriate portion of Attachment 1 that delineates the timeline to implement the selected intervention model in each Priority school.
5. Complete the appropriate portion of Attachment 1 that pertains to annual goals. The annual goals will be used to monitor the Priority schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and Mathematics, as well as the cohort graduation rate for high schools. (This does <u>not</u> apply to the school closure model.) LEA's must submit annual goals which reflect current achievement data and show a reduction in the percentage of students that are non-proficient on Reading, English Language Arts, and Mathematics assessments by a significant amount (8%, with a total of 25% point reduction over 3 years consistent with the Priority exit criteria listed in the Georgia's approved ESEA Flexibility Waiver). Additionally, high schools must include annual goals that reflect an increase in their cohort graduation rate by 8% over a period of three years.
6. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.), as appropriate, regarding the LEA's application and plans for implementation of school improvement models in its priority schools.
(Respond Here)

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

The LEA must describe any preliminary activities requiring funding that will be carried out during the pre-implementation period to help prepare for full implementation in the following school year, including a proposed budget to support these activities. *(For a description of allowable activities during the pre-implementation period, please refer to Section J of the US ED FY 2010 SIG Guidance-March 11, 2012 (<http://www2.ed.gov/programs/sif/faqaddendum030112.doc>)*

1. The LEA activities and proposed budget should include the following elements:
 - The first year budget includes funds to cover preparatory activities carried out during the pre-implementation period. (See budget templates Attachments 2 and 2a)
 - The funds for the first year cover full and effective implementation through the duration of the 2013-2014 school year, in addition to preparatory activities carried out during the pre-implementation period
 - The pre-implementation activities:
 - Are reasonable and necessary.
 - Are allowable
 - Directly related to the full and effective implementation of the model selected by the LEA.
 - Address the needs identified by the LEA.
 - Advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools.
 - Adequately prepare the school and district leaders to effectively and fully implement the selected model.

(Respond Here)

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

C. BUDGET: An LEA must complete a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

1. The LEA must provide a budget (Attachment 2, Budget Detail, and 2a, Budget Template) –that indicates the amount of school improvement funds the LEA will use each year to:
 - a. Implement the selected model in each Priority school it commits to serve.
 - b. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority school(s).

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements (<http://www2.ed.gov/programs/sif/2010-27313.pdf>) in order to monitor each Priority school that it serves with school improvement funds;
- (3) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.; and
- (6) Report to the SEA the school-level data required under section III of the final requirements (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Section E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

- Implementing a schoolwide program in a Priority Title I participating school that does not meet the 40 percent poverty eligibility threshold.

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012**

Attachment 1a - Turnaround Model

LEA Name:

School Name:

The LEA must:

A1. Replace the principal and grant the newly hired principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Actions:

Timeline:

A2. Measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:

- (A) Screen all existing staff and rehire no more than 50 percent,
- (B) Select new staff; and
- (C) Implement the Teacher and Leader Effectiveness Systems (TKES/LKES).

Actions:

Timeline:

A3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

Actions:

Timeline:

A4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Actions:

Timeline:

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2012
Attachment 1a - Turnaround Model

A5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA to obtain added flexibility in exchange for greater accountability.	
Actions:	Timeline:

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Common Core Georgia Performance Standards (CCGPS).	
Actions:	Timeline:

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	
Actions:	Timeline:

A8. Establish schedules and implement strategies that provide increased learning time for all students (as defined by the SEA).	
Actions:	Timeline:

A9. Provide appropriate social-emotional and community-oriented services and supports for students.	
Actions:	Timeline:

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Attachment 1a - Turnaround Model

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.	
Actions:	Timeline:

C. Align additional resources with the interventions.	
Actions:	Timeline:

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
Actions:	Timeline:

E. Sustain the reform after the funding period ends.	
Actions:	Timeline:

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Attachment 1a - Turnaround Model

LEA Name: _____

School Name: _____

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Priority schools. Write the annual goals below.

Reading/English Language Arts

2013-2014 School Year

2014-2015 School Year

2015-2016 School Year

Mathematics

2013-2014 School Year

2014-2015 School Year

2015-2016 School Year

Cohort Graduation Rate (High Schools Only)

2013-2014 School Year

2014-2015 School Year

2015-2016 School Year

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Attachment 1b - School Closure Model

LEA Name:

School Name:

School Closure Model: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

The LEA must:

A. Define the process used for closing the school.	
Actions:	Timeline:
B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.	
Actions:	Timeline:
C. Align additional resources with the interventions.	
Actions:	Timeline:

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Attachment 1c - Restart Model

LEA Name:

School Name:

Restart Model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

The LEA must:

A. Design and implement the interventions consistent with the final requirements of the model selected for each school based on the outcomes to be achieved by the external management providers.	
Actions:	Timeline:
B. Conduct a rigorous review process to recruit, screen, and select a charter school operator, a charter management organization (CMO), or an education management organization (EMO). List potential charter school operators, CMO and/or EMO and the qualifications of each.	
Actions:	Timeline:
B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.	
Actions:	Timeline:
C. Align additional resources with the interventions.	
Actions:	Timeline:

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Attachment 1c - Restart Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

Actions:	Timeline:
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E. Sustain the reform after the funding period ends.

Actions:	Timeline:
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Attachment 1c - Restart Model

LEA Name:

School Name:

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Priority schools. Write the annual goals below.

Reading/English Language Arts

2013-2014 School Year

2014-2015 School Year

2015-2016 School Year

Mathematics

2013-2014 School Year

2014-2015 School Year

2015-2016 School Year

Cohort Graduation Rate (High Schools Only)

2013-2014 School Year

2014-2015 School Year

2015-2016 School Year

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Attachment 1d - Transformation Model

LEA Name:

School Name:

The LEA must:

A1. Replace the principal and grant the newly hired principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Actions:

Timeline:

A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES).

Actions:

Timeline:

A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Actions:

Timeline:

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Attachment 1d - Transformation Model

A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Actions:

Timeline:

A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Actions:

Timeline:

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Actions:

Timeline:

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Actions:

Timeline:

A8. Establish schedules and strategies that provide increased learning time for all students (as defined by the SEA).

Actions:

Timeline:

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Attachment 1d - Transformation Model

A9. Provide ongoing mechanisms for family and community engagement.	
Actions:	Timeline:

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	
Actions:	Timeline:

A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	
Actions:	Timeline:

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.	
Actions:	Timeline:

C. Align additional resources with the interventions.	
Actions:	Timeline:

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Attachment 1d - Transformation Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
Actions:	Timeline:

E. Sustain the reform after the funding period ends.	
Actions:	Timeline:

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Attachment 1d - Transformation Model

LEA Name: _____

School Name: _____

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Priority schools. Write the annual goals below.

Reading/English Language Arts

2013-2014 School Year

2014-2015 School Year

2015-2016 School Year

Mathematics

2013-2014 School Year

2014-2015 School Year

2015-2016 School Year

Cohort Graduation Rate (High Schools Only)

2013-2014 School Year

2014-2015 School Year

2015-2016 School Year

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Attachment 2 - Budget Detail

LEA Name: _____

School Served: _____

Intervention Model: _____

Fiscal Year: July 1, _____ through September 30, _____

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance -March 1, 2012 (<http://www2.ed.gov/programs/sif/faqaddendum030112.doc>) regarding allowable expenditures.

Object Class		Item Description	Costs	
100	Personal Services (Salaries)			
				Object Total
				\$ -
200	Benefits			
				Object Total
				\$ -
300	Purchased Professional & Technical Services			
				Object Total
				\$ -
500	Other Purchased Services			
				Object Total
				\$ -
600	Supplies			
				Object Total
				\$ -
700	Property (Capitalized Equipment)			
				Object Total
				\$ -

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800	Other Objects			
				Object Total
				\$ -
900	Other Uses			
				Object Total
				\$ -
School Total				\$ -

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Attachment 2a - Budget Template

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
School Name					
School Name					
School Name					
LEA-level Activities					
Total Budget					

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Attachment 3 - Checklist

Section A. SCHOOLS TO BE SERVED

<p>The chart is complete:</p> <ul style="list-style-type: none"> ✓ All Priority schools are identified. ✓ Intervention models are selected for each Priority school. ✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model. ✓ An explanation for the Priority schools that the LEA is not applying to serve has been provided. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Section B. DESCRIPTIVE INFORMATION

<p>1. Comprehensive Needs Assessment, Data Sources and Narrative</p> <ul style="list-style-type: none"> ✓ The narrative reflects that a comprehensive needs assessment and analysis has been conducted in order to select the appropriate intervention. ✓ The narrative reflects the analysis of the required data sets to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application. ✓ A rationale for selection of intervention model is provided within the narrative. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>2. Capacity</p> <ul style="list-style-type: none"> ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.). ✓ Complete all parts of Section B. 2. ✓ The link below (Public Impact) provides a resource tool that may be used to assist the LEA in the selection of a turnaround leader. http://www.publicimpact.com/publications/Turnaround_Leader_Compencies.pdf ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA’s central office staff will support successful implementation of the contract. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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Attachment 3 - Checklist

<p>6. Stakeholder Representation</p> <ul style="list-style-type: none"> ✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Priority school(s). ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.). 	<input type="checkbox"/> <input type="checkbox"/>
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B-1. Pre-Implementation Activities and Budget	
<ul style="list-style-type: none"> ✓ Pre-implementation activities are described. ✓ A proposed budget is included. 	<input type="checkbox"/> <input type="checkbox"/>

Section C. DEVELOP A BUDGET	
<ul style="list-style-type: none"> ✓ The LEA has completed a budget on Attachments 2 and 2a for each Priority school. ✓ The budget is reflective of allowable SIG 1003(g) expenditures, as outlined in the FY10 SIG Guidance. 	<input type="checkbox"/>

Section D. ASSURANCES	
<ul style="list-style-type: none"> ✓ The superintendent agrees to the assurances for the School Improvement Grant. 	<input type="checkbox"/>

Section E. WAIVERS	
<ul style="list-style-type: none"> ✓ The superintendent agrees to the waivers included in the School Improvement Grant. 	<input type="checkbox"/>

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Attachment 4 - Rubric

CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
Rationale	There is no evidence to support that data was analyzed to determine school needs and select the most appropriate intervention model.	Data has been collected; however, there is limited evidence that the data collected has been sufficiently analyzed to determine school needs resulting in the selection of an appropriate intervention model.	Sufficient data, including student achievement, process, demographic, and perception data, has been collected and analyzed to support the selection of the intervention model. The rationale clearly justifies the selection of the intervention model based on data analysis and school needs.
Capacity	There is no evidence in the application that indicates the LEA has the capacity to provide adequate resources and support to fully and effectively implement the intervention model selected.	Actions described in the application lack the detail necessary to ensure the LEA is prepared and committed to fully and effectively implement the selected intervention model. More specific information regarding resources, support, and commitment is needed.	<p>Actions described in the application indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the selected intervention model fully and effectively. In addition, the application indicates the LEA is prepared and committed to provide the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful implementation of the contract.

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CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
Capacity			<p>To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Reviewing local board policies which would restrict a school’s ability to implement requirements of the intervention models for Priority schools. • Ensuring that the LEA’s central office staff will support successful implementation of the interventions and school improvement strategies. • Demonstrating flexibility in removing barriers that will interfere with the intervention models selected.

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CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
Implementation	There is no evidence in the application that indicates implementation of the intervention model has been thoroughly planned.	Actions described in the application are not fully aligned with the final requirements of the intervention model selected. Actions lack innovation and do not reflect a strong focus on improving student achievement.	<p>Actions described in the application reflect comprehensive and strategic planning to ensure implementation of the intervention model. The actions described include specific processes and strategies that are aligned with the final requirements of the intervention model selected. The actions are innovative, comprehensive, and focus on improving student achievement.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Developing a written policy and procedure for selecting external providers and utilizing the process. • Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include: <ul style="list-style-type: none"> ○ A Public Notice of Intent process. ○ An assessment of the applicant provider’s knowledge of, skill with, and success rate related to the intervention model selected. ○ A thorough review of each applicant’s administrative, organizational structure, legal, and financial perspectives. ○ Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.

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CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
Implementation			<ul style="list-style-type: none"> • Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment. • Clarifying the roles for the school provider and LEA that will be a part of the contract. • Defining a process for cancelling the contract and restructuring when a contract provider is not successful. • Including stakeholders such as parents and community groups throughout the entire process. • Establishing clear goals and closely monitoring school performance. • Establishing a clear timeframe for measuring gains in student achievement. <p>To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for:</p> <ul style="list-style-type: none"> • Developing a plan complete with strategies that focus on the individual school's student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.

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CONCEPT	NOT EVIDENT-0	NEEDS REVISION-1	MEETS-2
Allocation of Funds	There is no evidence that sufficient funds are allocated to support implementation of the intervention model, and the actions and strategies funded do not align with the final requirements of the intervention model selected.	Funds are allocated to support the implementation of the intervention model; however, the actions and strategies funded are not consistently aligned to improving student achievement and/or the final requirements of the intervention model.	The actions and strategies funded directly support improving student achievement and are aligned to the final requirements of the intervention model. Funds allocated are sufficient to support implementation of the intervention model selected.
Sustainability	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement. The plan identifies preliminary steps that will be taken to retain human, material, and financial resources after the funding period ends. In addition, the plan addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement. To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: <ul style="list-style-type: none"> ✓ Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress. Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.

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