

SCHOOL IMPROVEMENT GRANTS

**IMPLEMENTING THE FINAL
REQUIREMENTS**

**NASTID
JANUARY 21, 2010**

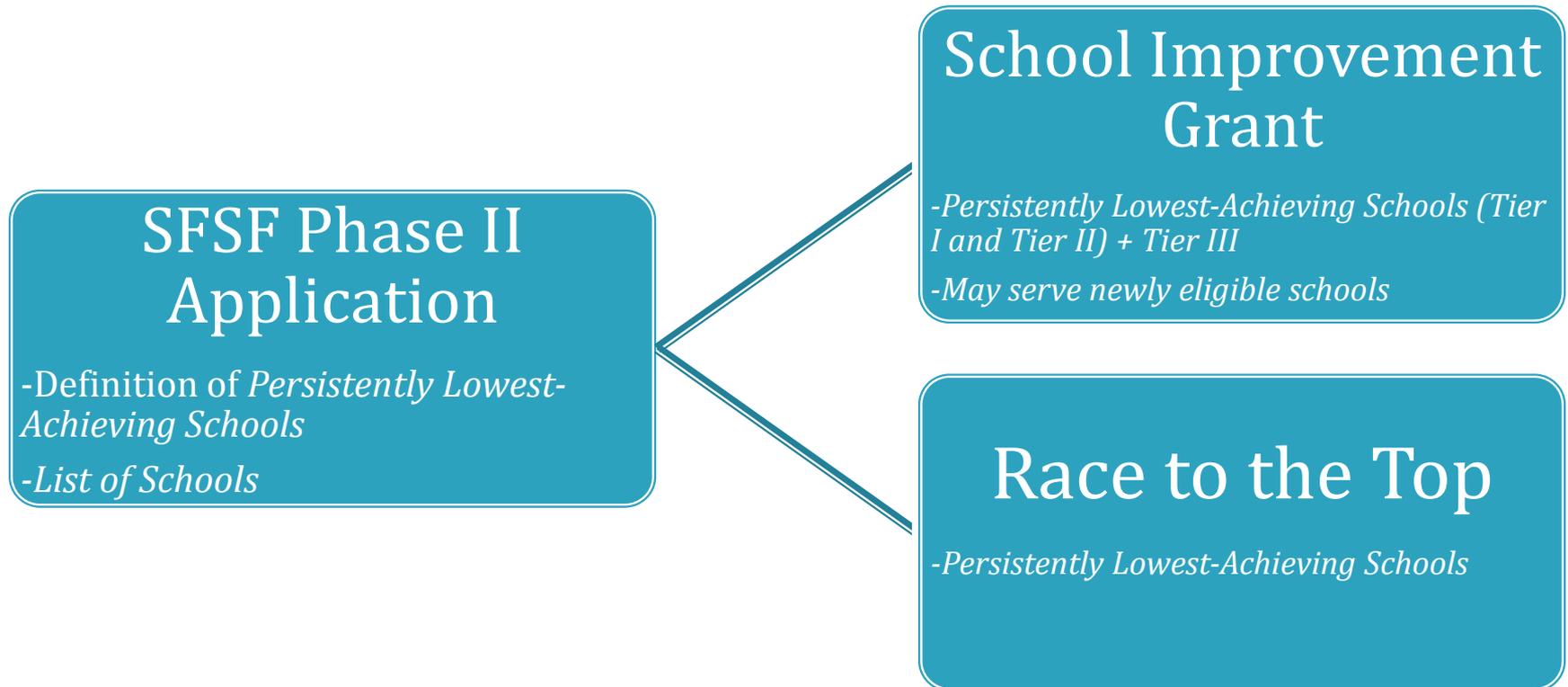
“If we are to put an end to stubborn cycles of poverty and social failure, and put our country on track for long-term economic prosperity, we must address the needs of children who have long been ignored and marginalized in chronically low-achieving schools....Our goal is to turn around the 5,000 lowest-performing schools over the next five years, as part of our overall strategy for dramatically reducing the drop-out rate, improving high school graduation rates, and increasing the number of students who graduate prepared for success in college and the workplace.”

*Arne Duncan
Secretary of Education
August 2009*

GUIDING PRINCIPLES

- ▶ Students who attend a State's persistently lowest-achieving schools deserve better options and can't afford to wait
- ▶ Not quantity, but quality
- ▶ Need to build capacity and supports at all levels
- ▶ Not a one-year activity

HOW THE PIECES FIT TOGETHER



GOVERNING REQUIREMENTS

- ▶ Final requirements published on December 10, 2009 (74 FR 65618)
- ▶ Interim final requirements published on January 21, 2010 (75 FR 3375).

IDENTIFYING PERSISTENTLY LOWEST-ACHIEVING SCHOOLS

Two groups of schools:

- ▶ Title I schools in improvement, corrective action, or restructuring (Tier I schools).
- ▶ Secondary schools that are eligible for, but do not receive, Title I, Part A funds (Tier II schools).

INCLUDING ALL SCHOOLS

- ▶ Generally, an SEA may *not* exclude categories of schools in identifying the persistently lowest-achieving schools in the State.
- ▶ An SEA has flexibility regarding--
 - Defining lack of progress.
 - Determining the number of years over which lack of progress is determined.
 - Whether to include only students who attend a school for a full academic year.
 - Whether to apply an extended-year graduation rate.
 - How to weight elements of the definition.

INCLUDING ALL SCHOOLS

A narrow exception to the general rule is the category of schools specifically designed to serve over-age, under-credited students—*i.e.*, schools designed to re-engage students who have dropped out of high school and who, by definition, cannot graduate within the standard number of years. Within this category, an SEA may decide, on a case-by-case basis, giving careful consideration to the mission of a particular school, student performance, and the intent of SIG, to exclude such a school.

IDENTIFYING PERSISTENTLY LOWEST-ACHIEVING SCHOOLS

Within each group of schools, an SEA must identify—

- ▶ The **lowest-achieving** 5% of schools in the State (or lowest-achieving 5 schools, whichever is greater) based on proficiency;

AND

- ▶ Any high school that has had a graduation rate below 60% over a number of years and that is not captured within the lowest 5%.

IDENTIFYING THE LOWEST-ACHIEVING 5% OF SCHOOLS

To identify the lowest-achieving 5% of schools in each of the two groups, an SEA must take into account both—

- ▶ Academic achievement of the “all students” group in terms of proficiency on the State’s reading/language arts and mathematics assessments combined; and
- ▶ Lack of progress on the State’s assessments over a number of years in the “all students” group.

CONSOLIDATED APPROPRIATIONS ACT, 2010

The Consolidated Appropriations Act, 2010 made two changes to the SIG program:

- ▶ It expanded the schools eligible to receive SIG funds.
- ▶ It raised the maximum amount that a participating school may receive from \$500,000 to \$2,000,000.

EXPANDING ELIGIBLE SCHOOLS

The Consolidated Appropriations Act, 2010 expanded the pool of schools that are eligible to receive SIG funds.

Any school that is eligible to receive Title I, Part A funds **AND**

- (1) Has not made adequate yearly progress (AYP) for at least two years; **OR**
- (2) Is in the State's lowest quintile of performance based on proficiency rates.

“Eligible to receive Title I, Part A funds” includes schools that receive Title I, Part A funds as well as those that are eligible for, but do not receive, those funds.

THE MORE THINGS CHANGE, THE MORE THEY STAY THE SAME...

- ▶ The definition of “persistently lowest-achieving schools” does not change; it is the same for SFSF, RTT, and SIG.
- ▶ An SEA *must* identify as Tier I schools its persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring.
- ▶ An SEA *must* identify as Tier II schools its persistently lowest-achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds.
- ▶ An SEA *must* identify as Tier III schools Title I schools in improvement, corrective action, or restructuring that are not in Tier I (with the exception of Title I secondary schools that might qualify for Tier II).

AT AN SEA'S OPTION...

- ▶ An SEA may, *at its option*, add newly eligible schools to the three tiers.
- ▶ An SEA may identify only a subset of schools as Tier I, Tier II, or Tier III schools. *e.g.*,
 - Identify newly eligible Tier I and Tier II schools but not newly eligible Tier III schools.
 - Identify in Tier III only newly eligible schools that are in the lowest decile (rather than quintile) of schools in the State.
- ▶ An SEA may identify in each tier only the schools that meet the requirements for that tier. *e.g.*,
 - An SEA may not identify as a Tier III school a newly eligible school that meets the requirements to be identified as a Tier I or Tier II school.

NEWLY ELIGIBLE TIER I SCHOOLS

An elementary school that is eligible for Title I, Part A funds **AND**

(1) Has not made AYP for at least two consecutive years; **OR**

Is in the State's lowest quintile of performance based on proficiency rates on the State's reading/language arts and mathematics assessments combined; **AND**

(2) Is no higher achieving than the highest-achieving school identified by the SEA as a persistently lowest-achieving school in Tier I.

NEWLY ELIGIBLE TIER II SCHOOLS

A secondary school that is eligible for Title I, Part A funds
AND

- (1) Has not made AYP for at least two consecutive years;
OR

Is in the State's lowest quintile of performance based on proficiency rates on the State's reading/language arts and mathematics assessments combined; **AND**

- (2) Is no higher achieving than the highest-achieving school identified by the SEA as a persistently lowest-achieving school in Tier II; **OR**

Is a high school that has had a graduation rate below 60% over a number of years.

NEWLY ELIGIBLE TIER III SCHOOLS

A school that is eligible for Title I, Part A funds **AND**

(1) Has not made AYP for at least two years; **OR**

Is in the State's lowest quintile of performance based on proficiency rates on the State's reading/language arts and mathematics assessments combined; **AND**

(2) Does not meet the requirements to be a Tier I or Tier II school.

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.”	Title I eligible elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I.	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

IN THE END...

- ▶ If an SEA identifies newly eligible schools as Tier I, Tier II, or Tier III schools, all requirements that apply to schools in a particular tier apply to the newly eligible schools. *e.g.*,
 - A newly eligible Tier I or Tier II school must implement one of the four school intervention models.
- ▶ An LEA may only serve with SIG funds a newly eligible school that an SEA has identified as a Tier I, Tier II, or Tier III school.

RAISING THE CAP

- ▶ An SEA must allocate SIG funds to an LEA in an amount that is of sufficient size and scope to support a school intervention model in each Tier I and Tier II school that the LEA commits to serve as well as to support school improvement activities in Tier III schools.
- ▶ An LEA's total SIG grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school it commits to serve.

SEA SIG Application

**School Improvement Grants
Application**
Section 1003(g) of the
Elementary and Secondary Education Act
CFDA Numbers: 84.377A; 84.388A



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

OMB Number: 1810-0682
Expiration Date: XX/XX/2010

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. [OMB approval forthcoming]

- ▶ List of eligible schools
- ▶ Prioritizing schools
- ▶ LEA application review and evaluation criteria
- ▶ Descriptive information
- ▶ Assurances
- ▶ Consultation with Committee of Practitioners
- ▶ Waivers
- ▶ Attachments

FUNDING AND PRIORITY

- ▶ An SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
- ▶ An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
- ▶ An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the State that its LEAs commit to serve.
- ▶ If an SEA has provided a SIG grant to each LEA that requested funds to serve a Tier I or Tier II school, the SEA may award remaining school improvement funds to LEAs that seek to serve Tier III schools, including LEAs that apply only to serve Tier III schools.

If an LEA has one or more . . .	In order to get SIG funds, the LEA <u>must</u> commit to serve . . .
Tier I, Tier II, and Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school <i>OR</i> at least one Tier II school
Tier I and Tier II schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school <i>OR</i> at least one Tier II school ¹
Tier I and III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I schools only	Each Tier I school it has capacity to serve
Tier II schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier III schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

¹ The number of Tier I schools an LEA has capacity to serve may be zero if, and only if, the LEA is using all of the capacity it would otherwise have to serve its Tier I schools in order to serve Tier II schools.

FUNDING AND PRIORITY

- ▶ If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school to enable the school to implement fully and effectively the specified intervention throughout the period of availability, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs to ensure that Tier I and Tier II schools throughout the State can be served.
- ▶ If not every Tier I school (including both persistently lowest-achieving schools and newly eligible schools) in a State is served, an SEA must carry over 25% of FY 2009 funds to combine with FY 2010 funds and award those funds consistent with requirements.
- ▶ If an SEA serves all its Tier I schools through its first competition for FY 2009 SIG funds, the SEA may carry over up to 25% of those funds to award along with its FY 2010 SIG funds.

CRITERIA AND CAPACITY

- ▶ An SEA must establish criteria related to the overall quality of the LEA's application and to the LEA's capacity to implement fully and effectively the required interventions.
 - ❖ An SEA must describe how it will assess the extent to which the LEA analyzed the needs of each school and matched an intervention to those needs; the design of the interventions; the LEA's process to recruit, screen, and select external providers, if applicable; the coordination with other resources; whether the LEA will modify its practices, if necessary, to be able to implement the interventions fully and effectively; and how the LEA will sustain the reforms after the funding period ends.
 - ❖ If an LEA lacks the capacity to implement one of the four interventions in each of its Tier I schools, the SEA would adjust the size of the LEA's SIG grant accordingly.
 - ❖ Ensure that an LEA with nine or more Tier I and Tier II schools does not implement the transformation model in more than 50% of those schools.

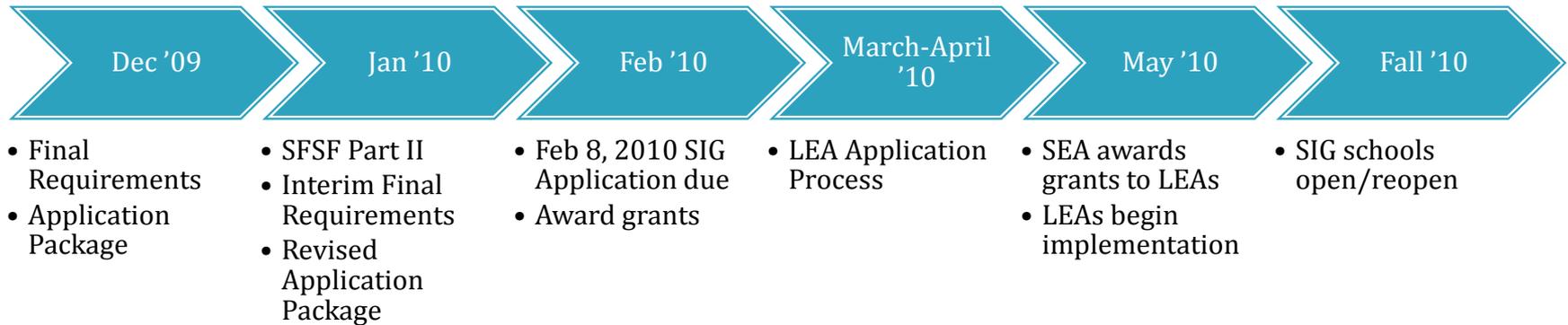
CAPACITY

In making awards, an SEA must take into account LEA capacity to implement selected school interventions. In determining capacity, the SEA may take into account such factors as:

- ▶ Number of Tier I and II schools
- ▶ Availability and quality of CMOs and EMOs
- ▶ Talent
- ▶ Access and proximity to higher performing schools (closure model)

(H-7, School Improvement Guidance)

TIMELINE



SUBMITTING SEA APPLICATION TO ED

The SEA application form is available at
www.ed.gov/programs/sif/applicant.html.

ED prefers that an SEA submit its application electronically to:

school.improvement.grants@ed.gov.

In the alternative, an SEA may submit a paper copy to:

Dr. Zollie Stevenson, Jr., Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

**An SEA's application is due to ED on or before Monday,
February 8, 2010.**