

School Improvement Grants

NASTID

January 23, 2010

TODAY'S AGENDA

- ▶ Goals and purpose of SIG grants
- ▶ Definition of “persistently lowest-achieving schools” and other eligible schools
- ▶ Roles, responsibilities, and requirements
 - Four school intervention models
 - Budget and priorities
 - Application review and approval criteria
- ▶ Readiness and capacity
- ▶ Timeline

“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 these 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

WHICH SCHOOLS ARE ELIGIBLE TO RECEIVE SIG FUNDS?

Persistently Lowest-Achieving Schools:

Tier I schools

Any Title I school in improvement, corrective action, or restructuring that—

- Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring in the State or the five lowest-achieving such schools (whichever number of schools is greater); or
- Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is below 60 percent over a number of years.

Tier II schools

Any secondary school that is eligible for, but does not receive, Title I, Part A funds that—

- Is among the lowest-achieving five percent of secondary schools or the five lowest-achieving secondary schools in the State that are eligible for, but do not receive, Title I funds; or
- Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is below 60 percent over a number of years;

Other Schools

Tier III Schools

- Any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

ADDITIONAL SCHOOLS THAT AN **SEA MAY ADD**

Tier I: Title I eligible elementary schools that are no higher achieving than the highest-achieving school that is defined as a “persistently lowest-achieving school” in Tier I and that are:

- ✓ in the bottom 20% of all schools in the State based on proficiency rates; or
- ✓ have not made AYP for two consecutive years.

Tier II: Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that is defined as a “persistently lowest-achieving school” in Tier II or (2) high schools that have had a graduation rate below 60 percent over a number of years and that are:

- ✓ in the bottom 20% of all schools in the State based on proficiency rates; or
- ✓ have not made AYP for two consecutive years.

Tier III: Title I eligible schools that do not meet the requirements to be in Tier I or Tier II and that are:

- ✓ in the bottom 20% of all schools in the State based on proficiency rates; or
- ✓ have not made AYP for two years.

WHICH LEAs ARE ELIGIBLE TO APPLY FOR SIG FUNDS?

An LEA is eligible to apply for SIG funds if it—

- ▶ Receives Title I, Part A funds **AND**
- ▶ Has one or more schools that are eligible to receive SIG funds as identified by the SEA.

FOUR SIG SCHOOL INTERVENTION MODELS

Turnaround

Restart

Closure

Transformation

Turnaround Model Overview

Teachers and Leaders

- Replace principal
- Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
- Implement strategies to recruit, place and retain staff

Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support

- Provide *increased learning time*
 - Staff and students
- Social-emotional and community-oriented services and supports

Governance

- New governance structure
- Grant operating flexibility to school leader

May also implement any of the required or permissible strategies under the Transformation Model

Restart Model Overview

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 restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
- As part of this model, a State must review the process the LEA will use/has used to select the partner.

School Closure Model Overview

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.
- ▶ Office for Civil Rights Technical Assistance Module--
Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*

Transformation Model Overview

Teachers and Leaders

- Replace principal
- Implement new evaluation system
 - Developed with staff
 - Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support

- Provide *increased learning time*
 - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

An LEA with nine or more Tier I and Tier II schools may not implement the Transformation Model in more than 50% of those schools.

SEA ROLE

- 1) Identify Tier I, II and III schools.
- 2) Establish criteria related to the overall quality of an LEA's application and to an LEA's capacity to implement fully and effectively the required interventions. *e.g.*,
 - Must include the extent to which the LEA analyzed the needs of the school, matched an intervention to those needs, and has the systemic support required to support implementation.
 - 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.
- 3) Monitor the LEA's implementation of interventions in and the progress of its participating schools.
- 4) Hold each Tier I, II and III school accountable annually for meeting, or being on track to meet, the LEA's student achievement goals.

LEA ROLE

An LEA is required to:

- 1) Serve each of its Tier I schools, unless the LEA demonstrates that it lacks sufficient capacity or sufficient funds.
- 2) Implement one of the four models in each Tier I and Tier II school the LEA has the capacity to serve.
 - An LEA with nine or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.
- 3) Provide adequate resources to each Tier I and Tier II school it commits to serve in order to implement fully one of the four school intervention models.
 - An LEA's proposed budget must cover the full period of availability of SIG funds, which may be three years if the SEA or LEA has applied for and received a waiver to extend the period of availability .
 - The budget for each Tier I and Tier II school the LEA commits to serve must be of sufficient size and scope to support full and effective implementation of the selected intervention.
 - The LEA may request funding for LEA-level activities that will support the implementation of a school intervention model in Tier I and Tier II schools.
- 4) Establish three-year student achievement goals in reading/language arts and mathematics and hold each Tier I, II and III school accountable annually for meeting, or being on track to meet, those goals.

FUNDING AND PRIORITY

- ▶ An SEA's SIG grant award to an LEA must:
 - Include not less than \$50,000 or more than \$2,000,000 per year for each participating school.
 - Provide sufficient SIG funds to meet, as closely as possible, the LEA's budget request for each Tier I and Tier II school as well as for serving participating Tier III schools.
 - Include requested funds for LEA-level activities that support implementation of the school intervention models.
 - Apportion FY 2009 SIG funds so as to provide funding to LEAs over three years if the SEA or LEA has requested a waiver to extend the period of availability.
- ▶ An SEA that has not allocated funds to serve each Tier I school must carry over 25% of its FY 2009 SIG funds, combine those funds with its FY 2010 SIG funds, and award those funds to eligible LEAs.
- ▶ An SEA that does not have sufficient SIG funds to allow each LEA with a Tier I or Tier II school to implement fully its selected intervention model may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

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.

	State	District
Eligible Schools	Identify list of eligible schools in the State (<i>i.e.</i> , Tier I, II and III)	Applies to serve all or subset of eligible schools in its district
Review Criteria	Develops, disseminates and implements criteria it will use to review and evaluate LEA applications	
4 models	Review and approves LEA's capacity to implement proposed model in eligible school	Applies to implement one of the four required models in eligible schools. LEA selects model after an analysis of local data, resources and capacity.
Prioritization	<u>Must</u> give priority to LEAs that apply to serve Tier I or Tier II schools.	Must serve Tier I schools it has the capacity to serve. May not apply to serve any Tier III school if it has not served all of its Tier I and IIs
Budget	Reviews, adjusts and approves LEA budget by school	Submits 3 year budget (or period of availability) for each school it applies to serve (\$50K-\$2m per year)
Goals	Approves and monitors achievement goals	Proposes achievement goals for each Tier I, II and III school

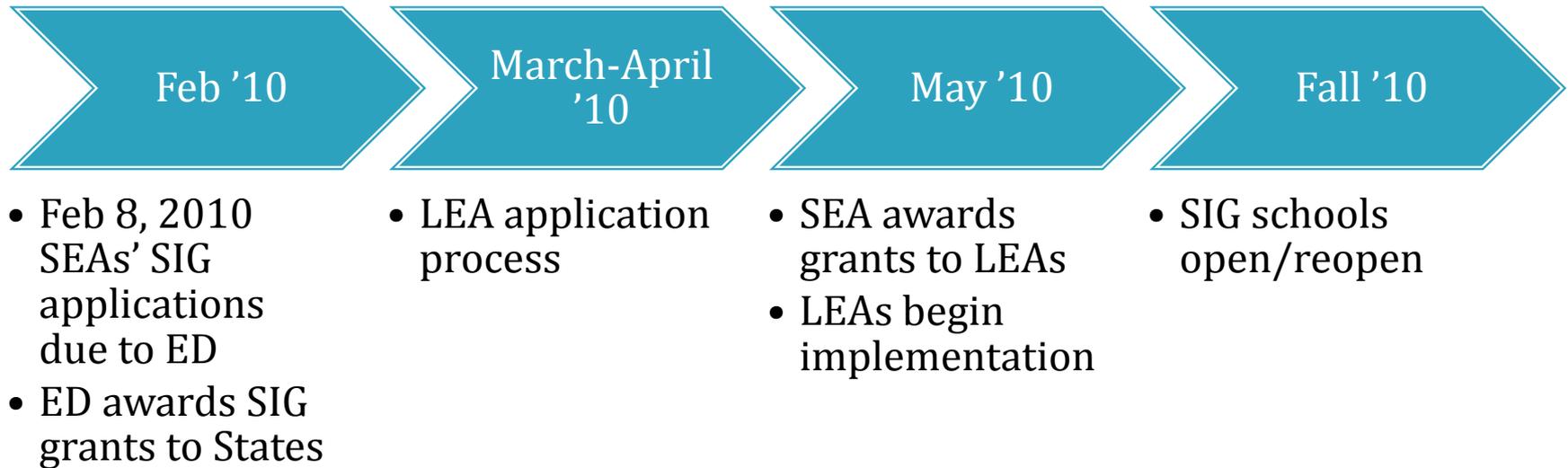
WAIVERS

Through its SIG application, an SEA may request ED to grant a waiver of one or more of the following provisions:

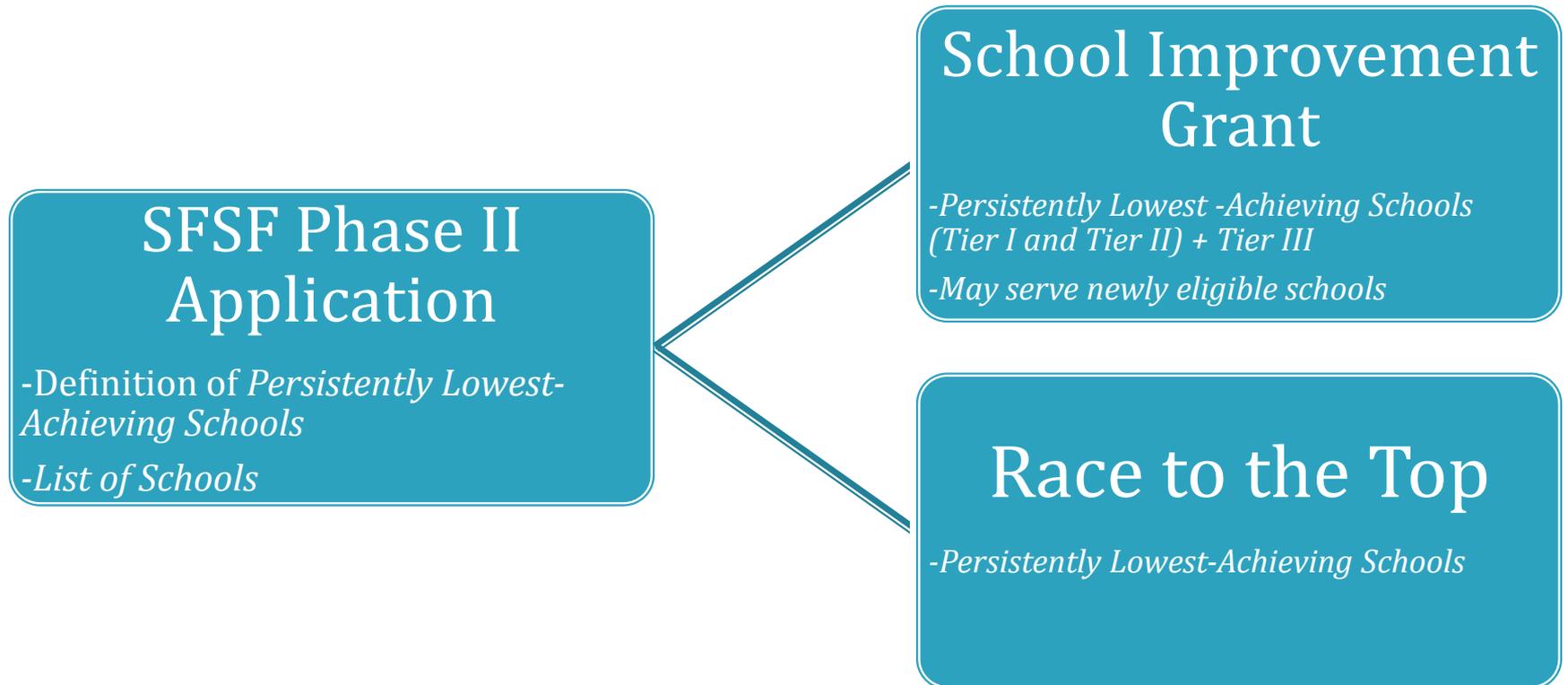
- Section 421(b) of the General Education Provisions Act to extend the period of availability of SIG funds for the SEA and all of its LEAs to September 30, 2013.
- Section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I schools that will implement a turnaround or restart model to “start over” in the school improvement timeline.
- Section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

If an SEA does not request one or more of these waivers on behalf of its LEAs, an LEA may request a waiver. Please confirm whether your SEA has requested any waivers before requesting them directly.

TIMELINE



HOW THE PIECES FIT TOGETHER



ADDITIONAL INFORMATION

<http://www.ed.gov/programs/sif/index.html>

- ▶ **School Improvement Grant Guidance (FAQs)**
- ▶ **Final Requirements**
- ▶ **SEA Application**
- ▶ **Fact sheets**
- ▶ **State by State budget tables**