



SCHOOL IMPROVEMENT GRANTS (SIG) WEBINAR SERIES
SIG FINAL REQUIREMENTS AND
FY 2014 SIG APPLICATION



SIG FINAL REQUIREMENTS

BACKGROUND

- Prior to 2014, ED last regulated on SIG in 2010
- In the FY 2014 Appropriations Act, over \$500 million was appropriated for SIG including new provisions governing use of FY 2014 funds
- The FY 2015 Appropriations Act included additional changes



SIG REQUIREMENTS

- The proposed SIG requirements addressed the changes in the FY 2014 Appropriations Act and lessons learned from 4 years of SIG implementation
- The final SIG requirements address public comments to the proposed requirements and other changes in the FY 2015 Appropriations Act



TIMELINE

- **Sept. 8, 2014:** Notice of Proposed Requirements (NPR) published
 - **Sept. 8 – Oct. 8, 2014:** Public comment period
 - **Fall – Winter 2014-15:** Review of public comments and development of final requirements
 - **Feb. 9, 2015:** Notice of Final Requirements (NFR) published
 - **March 11, 2015:** Effective date of final requirements
 - **April 15, 2015:** Deadline for FY14 SEA Applications



GUIDING PRINCIPLES

- ⦿ Preserve and protect the key benefits and rigor of the SIG program
- ⦿ Strengthen program implementation wherever possible based on lessons learned and input from stakeholders
- ⦿ Minimize disruption to existing State and local program implementation

SUMMARY OF SIG CHANGES IN NFR

- △ 5-year grants
- △ Rural flexibility
- △ State-determined model
- △ Evidence-based whole-school reform model
- △ Early learning model
- △ Alignment with ESEA Flexibility
- △ Strengthening existing requirements
- △ Clarifying and updating existing requirements
- △ Providing and clarifying flexibility
- △ Removing obsolete references



5-YEAR GRANTS

- SEAs may now make a SIG award to an LEA for up to five years.



- Can still use funds for pre-implementation costs
- A school may not receive more than five years of continuous SIG funding

RURAL FLEXIBILITY

- May only be used by LEAs defined as “rural” under REAP (Rural Education Achievement Program)
- With SEA approval, rural LEAs may modify one element of the turnaround or transformation model if the modification meets the intent and purpose of the original element

QUESTIONS?



STATE-DETERMINED MODEL (OPTIONAL)

- SEAs may submit one State-determined model for review and approval by the Secretary
- Review criteria for approval:
 - must be a whole-school reform model
 - may include, at the SEA's discretion, any other element or strategy that the SEA determines will help improve student achievement



“WHOLE-SCHOOL REFORM MODEL” DEFINITION

A model that is designed to:

1. Improve student academic achievement or attainment
2. Be implemented for all students in a school
3. Address at a minimum each of the following:
 - a. School leadership
 - b. Teaching and learning in at least one full academic content area
 - c. Student non-academic support
 - d. Family and community engagement



EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL

- An LEA must implement this model in partnership with a whole-school reform model developer
- The model must be evidence based:
 - At least one study meeting What Works Clearinghouse evidence standards
 - Statistically favorable impact on academic achievement or attainment
- Must also be a whole-school reform model



“WHOLE-SCHOOL REFORM MODEL DEVELOPER” DEFINITION

A developer is an entity or individual that:

- Maintains proprietary rights for the model; or
- Has a demonstrated record of success in implementing a whole-school reform model and is selected through a rigorous review process that determines that the developer is likely to produce strong results for the school



LIST OF EVIDENCE-BASED WHOLE SCHOOL REFORM MODELS

- LEAs must choose a model identified by ED as meeting the applicable requirements
- A Call for Evidence was published last summer; information on the review and identification process can be found here: <http://www2.ed.gov/programs/sif/npr-wholeschlreform.html>
- Additional models may be submitted for review through March 6



SEA ROLE IN LEA SELECTION OF EVIDENCE-BASED MODEL

Prior to approving an LEA's application that includes an evidence-based model, an SEA must consider the extent to which:

- The evidence supporting the model includes a sample population or setting similar to the population or setting of the school to be served
- The model developer partner meets the “whole- school reform model developer” definition



EARLY LEARNING MODEL

An LEA that selects this model must:

- Offer full-day kindergarten
- Establish or expand a high-quality preschool program
- Provide educators, including preschool teachers, with joint planning time
- Implement additional requirements that are the same as the transformation model (except no requirement for increased learning time)



QUESTIONS?



ALIGNMENT OF ESEA FLEX AND SIG

- Aligning the teacher and principal evaluation system requirements in the transformation model with the ESEA Flex requirements
- Allowing states with approved ESEA Flexibility waivers to use Priority and Focus school lists instead of Tier I, II, and III lists
- Clarifying that schools that are implementing a SIG model are considered to meet ESEA Flex requirements related to interventions in priority schools
- Clarifying that SIG schools exiting priority status must continue to implement SIG for three years



TEACHER & PRINCIPAL EVALUATION & SUPPORT SYSTEMS

The final requirements now require that these systems:

- Are used for continual improvement of instruction
- Meaningfully differentiate performance using at least three performance levels
- Use multiple valid measures in determining performance levels, including student growth and other measures of professional practice
- Evaluate teachers and principals on a regular basis
- Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- Will be used to inform personnel decisions



STRENGTHENING EXISTING REQUIREMENTS

- Clarifying and strengthening the review and monitoring of restart operators and external providers
- Strengthening the use of family and community input in planning and implementation
- Increasing the emphasis on LEA monitoring and support of SIG implementation



RESTART OPERATORS AND EXTERNAL PROVIDERS

- For schools implementing the restart model, LEAs must determine that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school
- LEAs must also conduct rigorous performance reviews of all external providers in restart and other models throughout the grant period
- An LEA may use SIG funds during the planning or pre-implementation period to:
 - conduct the rigorous review process required under the restart model
 - hire external providers to assist in planning for and carrying out activities necessary for full implementation of a SIG model in the following year



FAMILY AND COMMUNITY ENGAGEMENT

- LEA applications must demonstrate that the LEA has or will meaningfully engage families and the community in the selection of the intervention model and the implementation of the selected intervention on an ongoing basis
- This engagement should continue in the planning and pre-implementation stage and throughout the implementation of the intervention model



LEA MONITORING AND SUPPORT

All LEAs must:

- Ensure that selected SIG interventions are designed to meet the specific needs of the schools served
- Provide effective oversight and support for SIG implementation in each school (for example, creating an LEA turnaround office)



PROVIDING FLEXIBILITY

- Eliminating the rule of nine, which limited the number of schools that could implement the transformation model
- Clarifying the timeline under which previously implemented interventions may continue as part of a SIG intervention



CLARIFYING LANGUAGE

- Removes funding year and differentiated accountability references
- Updates reporting and posting requirements
 - Leading indicator data replaces Truants with Chronic Absenteeism
 - Posting requirements add that SEAs must post all approved LEA application amendments as well as original applications and makes explicit that Tier III applications must also be posted

QUESTIONS?





FY 2014 SIG APPLICATION OVERVIEW

APPLICATION SUBMISSION

- ED can begin application review after the effective date for the SIG final requirements, which is 30 days after publication (March 11, 2015)
- SEAs must submit applications by April 15
- Approval of SEA applications will occur on a rolling basis



STATE-DETERMINED MODEL

- States are not required to submit
- Proposed model should be submitted with SEA application
 - 1 - 3 pages
 - Addressing each component of whole-school reform model
- Submitted models will be reviewed and approved concurrently with the application

USE OF FY 2014 FUNDS

- Several options for use of funds:
 - Continuation awards
 - New awards
 - Both continuation and new awards
- Funds can be used to make single year or multi-year awards
- Period of availability waiver for extension of FY 14 funds through September 30, 2020



EXTENDING EXISTING AWARDS

- The SEA may provide additional years of funding to an LEA with an existing SIG award, provided that the LEA does not receive more than five years of continuous funding for a school
- An LEA that wishes to receive additional years of funding must amend its approved application and indicate that it is requesting additional funding for either continued full implementation or activities related to sustaining reforms
- The SEA must ensure that the LEA's amended application meets applicable requirements and must use renewal criteria for review



LEA AWARDS

- An LEA must serve each Tier I and Tier II school it has the capacity to serve before serving Tier III schools
- An LEA must serve each Priority school it has the capacity to serve prior to serving Focus schools
- An SEA without sufficient funds to make awards for every Tier I or Tier II school, or Priority school, that its LEAs have the commitment and capacity to serve may use other factors to prioritize funding of schools



LEA APPLICATIONS

EXPANDED LIST OF SIG MODELS

- Turnaround
- Transformation
- Restart
- Closure
- **Early learning model**
- **Evidence-based whole school reform model**
- **State-determined model (if applicable)**



LEA APPLICATIONS

LEA BUDGETS

- Must cover at least three years of full implementation
- May include up to one year of planning
- May include up to two years of sustainability activities
- No more than 5 years total SIG funding
- SEAs may award declining amounts of funding over the grant period to encourage sustainability



LEA APPLICATIONS

PLANNING YEAR

- An LEA is not required to use SIG funds for a planning year
- To evaluate planning year budgets, SEAs should apply the same criteria used to evaluate all other proposed uses of SIG funds
- For renewal after a planning year, an SEA must review the performance of the LEA against its approved application and determine whether the LEA will be able to fully implement on the first day of the following year



LEA APPLICATIONS

SUSTAINABILITY YEAR(S)

- The goal of additional years for sustainability is to help districts and schools gradually transition from SIG funding to fully integrated reforms
- LEAs must submit a sustainability plan that can include a wide range of activities
- Funding must be at least \$50,000 per year and should be proportional to the proposed activities



NEXT WEBINAR

February 26 at 3:00 p.m. ET

- SIG application detailed walk-through
- Follow up on state questions

WebEx information:

- Link: <https://edinfoevents.webex.com/edinfoevents/onstage/g.php?MTID=ed0f59f467a0b9fdb08e47b41f8060fa1>
- Phone Number: 1-877-668-4493
- Access Number: 665 547 343



FOR MORE INFORMATION

- Notice of Final Requirements and FY 2014 SIG Application
<http://www2.ed.gov/programs/sif/index.html>
- Updated Frequently Asked Questions/SIG Guidance (available soon)
- Contact your State Contacts in OSS



QUESTIONS?

