



Delaware Department of Education

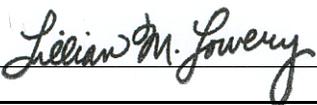
Delaware Application
for
ESEA, Title I, Part A, 1003(g)
School Improvement Grant Funds

Submitted to the U. S. Department of Education

February 2010

Revised June 2010

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant:</p> <p>Delaware Department of Education</p>	<p>Applicant's Mailing Address:</p> <p>401 Federal Street, Suite #2 Dover, DE 19901</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Amelia E. Hodges</p> <p>Position and Office: Director for Career, Technical & Title I Resources</p> <p>Contact's Mailing Address:</p> <p>35 Commerce Way, Suite #1 Dover, DE 19904</p> <p>Telephone: 302-857-3320</p> <p>Fax: 302-739-1780</p> <p>Email address: ahodges@doe.k12.de.us</p>	
<p>Chief State School Officer (Printed Name):</p> <p>Lillian M. Lowery</p>	<p>Telephone:</p> <p>302-735-4000</p>
<p>Signature of the Chief State School Officer:</p> <p>X <u></u></p>	<p>Date:</p> <p>April 6, 2010</p>
<p>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.</p>	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition.

Delaware's definition of persistently low-achieving school (PLA) is defined in the state's newly revised regulation for accountability. A full copy of Delaware Regulations, Administrative Code, Title 14, §103 may be found in PDF attachments accompanying this application.

A full explanation of calculation methods to determine PLA schools and relevant definitions may be found in Appendix A.

In addition, new state regulations give the State authority to select Persistently Low Achieving (PLA) schools for inclusion in a state "Partnership Zone." Partnership Zone schools will operate under special conditions that promote rapid improvements in school performance. LEAs with schools in the Partnership Zone must, in partnership with the State, select one of the four intervention models defined in Race to the Top and SIG federal programs. Regulation requires that the Delaware Department of Education (DDOE) and the LEA enter into a Memorandum of Understanding (MOU) regarding the selection of the model – closure, restart, turnaround, or transformation – as well as regarding the details of the implementation of the plan. For each of the four options, certain elements are mandated by regulation (the elements are the same as those described in the Race to the Top and 1003(g) guidance). No matter which model is selected, the MOU must provide for regular oversight of the school by the DDOE.

The SIG program will only support Partnership Zone schools that fall into Tier I, Tier II, or Tier III of the SIG eligible schools. SIG awards will *not* be granted to a Partnership Zone school that is not identified in the three SIG tiers, including any Partnership Zone school that is not a Title I school and is not Title I eligible.

Delaware 1003(g) SIG Tier I, II, and III schools – Without Small School Waiver Request

SIG Tier	District	NCES ID#	School	Title I 2009-10	Title I Eligible 2009-10; not participation	Edu Level	AYP Status 2009-2010 school year	Grade Span	NCES Grade Span	Percent Prof (Math and ELA Average) 2007	Percent Prof (Math and ELA Average) 2008	Percent Prof (Math and ELA Average) 2009	Three Year Slope	2009 %Prof (Rank Prof)	Three Year Slope (Rank Progress)	Rank Prof*.50 + Rank Progress*.50	2007 Grad Rate	2008 Grad Rate	2009 Grad Rate
1	Christina	00217	Stubbs Elem	Y		E	S11	K-5	KG05	69.3	54.7	35.9	-16.69	19	20	19.5			
1	Positive Outcomes	00013	Positive Outcomes Charter	Y		S	CA	7-12	0712	40.2	48.4	35.5	-2.35	20	17	18.5	62.5	50.0	72.2
1	Christina	00233	Bancroft Elem	Y		E	R3	K-5	KG05	62.8	49.8	39.0	-11.94	18	18	18			
1	Christina	00220	Pulaski Elem	Y		E	R4	K-5	KG05	74.8	61.1	49.5	-12.68	12	19	15.5			
1	Red Clay	00250	Warner Elem	Y		E	SI2	K-5	PK05	41.4	44.9	39.8	-0.80	17	14	15.5			
2	Colonial	00209	Penn High	N	Y	S	R2	9-12	0912	53.0	52.9	43.7	-4.69	24	26	25	73.8	67.5	79.6
2	Colonial	00061	New Castle School	N	Y	I	N	5-12	0612	15.1	9.8	7.5	-3.79	26	23	24.5			
2	Brandywine	00246	Mt Pleasant High	N	Y	S	R2	9-12	0912	60.1	65.2	51.7	-4.21	19	25	22	80.7	89.9	92.5
2	Red Clay	00274	McKean High	N	Y	S	R3	9-12	0812	54.0	46.1	48.7	-2.63	22	21	21.5	61.5	65.4	75.3
2	Red Clay	00275	Dickinson High	N	Y	S	R3	9-12	0812	51.5	53.8	48.1	-1.67	23	15	19	63.2	68.5	67.2
2	Capital	00328	Kent County Alternative	N	Y	I	N	7-12	0912	0.0	9.1	33.3	16.67	25	1	13	15.4	9.1	20.0
3	NCC Votech	00297	Howard HS of Tech	Y		S	SI2	9-12	0812	54.1	56.4	49.4	-2.34	13	16	14.5	96.3	97.0	97.0
3	Christina	00240	Christiana High	Y		S	SI1	9-12	0812	39.7	42.9	40.3	0.32	16	12	14	76.9	72.4	75.2
3	Christina	00239	Glasgow High	Y		S	SI1	9-12	0812	40.6	41.3	41.2	0.31	14	13	13.5	72.9	68.2	73.0
3	East Side	00017	East Side Charter	Y		E	SI2	K-8	PK08	37.9	40.9	40.4	1.23	15	11	13			
3	Christina	00238	Newark High	Y		S	SI1	9-12	0812	61.7	61.5	57.1	-2.27	10	15	12.5	76.4	77.9	80.1
3	Red Clay	00264	Baltz Elem	Y		E	SI1	K-6	PK06	62.8	58.1	66.4	1.77	9	9	9			
3	Academy of Dover	00144	Academy of Dover Charter	Y		E	SI2	K-4	KG06	47.4	52.3	53.3	2.92	11	5	8			
3	Christina	00234	Shue-Medill Middle	Y		S	SI1	6-8	0608	67.5	68.2	70.6	1.54	6	10	8			
3	Seaford	00156	Seaford Middle	Y		S	SI1	6-8	0608	65.5	67.6	70.0	2.26	7	7	7			
3	Brandywine	00285	Harlan Elem	Y		E	SI2	4-6	KG05	73.0	77.2	77.2	2.12	1	8	4.5			
3	Brandywine	00294	Talley Middle	Y		S	SI1	7-8	0608	63.9	65.9	71.0	3.50	5	4	4.5			
3	Christina	00235	Kirk Middle	Y		S	SI1	6-8	0608	59.7	63.3	69.7	5.00	8	1	4.5			
3	Laurel	00059	Laurel Intermediate	Y		E	SI1	5-6	0406	69.2	66.3	73.9	2.32	2	6	4			
3	NCC Votech	00154	Delcastle Tech High	Y		S	SI2	9-12	0812	62.4	66.5	71.8	4.74	4	2	3	95.7	98.5	99.4
3	Christina	00236	Gauger-Cobbs Middle	Y		S	SI1	6-8	0608	63.8	64.0	72.8	4.50	3	3	3			

Schools Tier I = 5

Schools Tier II = 6
(1 of 6 by Grad Rate)

Schools Tier III = 15

Total SIG Schools (all Tiers) = 26

Delaware 1003(g) SIG Tier I, II, and III schools – With Small School Waiver Request (waiver granted June 2010)

SIG Tier	District	NCES ID#	School	Title I 2009-10	Title I Eligible 2009-10, not participating	Edu Level	AYP Status 2009-2010 school year	Grade Span	NCES Grade Span	Percent Prof (Math and ELA Average) 2007	Percent Prof (Math and ELA Average) 2008	Percent Prof (Math and ELA Average) 2009	Three Year Slope	2009 %Prof (Rank Prof)	Three Year Slope (Rank Progress)	Rank Prof*.50 + Rank Progress*.50	2007 Grad Rate	2008 Grad Rate	2009 Grad Rate
1	Christina	00217	Stubbs Elem	Y		E	SI1	KN-5	KG05	69.25	54.65	35.88	16.69	19.00	20.00	19.50			
1	Positive Outcomes	00013	Positive Outcomes	Y		S	CA	7-12	0712	40.18	48.37	35.48	-2.35	20.00	17.00	18.50	62.50	50.00	72.22
1	Christina	00233	Bancroft Elem	Y		E	R3	KN-5	KG05	62.84	49.80	38.96	11.94	18.00	18.00	18.00			
1	Red Clay	00250	Warner Elem	Y		E	SI2	KN-5	PK05	41.43	44.88	39.84	-0.80	17.00	14.00	15.50			
1	Christina	00220	Pulaski Elem	Y		E	R4	KN-5	KG05	74.83	61.12	49.47	12.68	12.00	19.00	15.50			
2	Colonial	00209	Penn High	N	Y	S	R2	9-12	0912	53.04	52.94	43.67	-4.69	24.00	24.00	24.00	73.78	67.47	79.62
2	Red Clay	00274	McKean High	N	Y	S	R3	9-12	0812	53.96	46.07	48.70	-2.63	22.00	20.00	21.00	61.50	65.42	75.31
2	Brandywine	00246	Mt Pleasant High	N	Y	S	R2	9-12	0912	60.11	65.17	51.70	-4.21	19.00	23.00	21.00	80.75	89.89	92.51
2	Red Clay	00275	Dickinson High	N	Y	S	R3	9-12	0812	51.46	53.84	48.12	-1.67	23.00	14.00	18.50	63.18	68.50	67.20
2	Seaford	00158	Seaford High	N	Y	S	R1	9-12	0812	55.71	60.21	51.28	-2.22	20.00	17.00	18.50	69.23	70.91	76.43
2	Colonial	00271	McCullough Middle	N	Y	S	N	6-8	0608		57.19	54.72	-2.47	18.00	19.00	18.50			
3	NCC Votech	00297	Howard HS of Tech	Y		S	SI2	9-12	0812	54.12	56.41	49.45	-2.34	13.00	16.00	14.50	96.27	97.03	96.97
3	Christina	00240	Christiana High	Y		S	SI1	9-12	0812	39.70	42.95	40.33	0.32	16.00	12.00	14.00	76.92	72.43	75.22
3	Christina	00239	Glasgow High	Y		S	SI1	9-12	0812	40.60	41.28	41.22	0.31	14.00	13.00	13.50	72.91	68.18	73.04
3	East Side	00017	East Side	Y		E	SI2	KN-08	PK08	37.95	40.95	40.42	1.23	15.00	11.00	13.00			
3	Christina	00238	Newark High	Y		S	SI1	9-12	0812	61.68	61.48	57.14	-2.27	10.00	15.00	12.50	76.44	77.94	80.05
3	Red Clay	00264	Baltz Elem	Y		E	SI1	KN-6	PK06	62.83	58.09	66.38	1.77	9.00	9.00	9.00			
3	Academy of Dover	00144	Academy of Dover	Y		E	SI2	KN-4	KG06	47.41	52.32	53.25	2.92	11.00	5.00	8.00			
3	Christina	00234	Shue-Medill Middle	Y		S	SI1	6-8	0608	67.55	68.23	70.62	1.54	6.00	10.00	8.00			
3	Seaford	00156	Seaford Middle	Y		S	SI1	6-8	0608	65.50	67.62	70.02	2.26	7.00	7.00	7.00			
3	Christina	00235	Kirk Middle	Y		S	SI1	6-8	0608	59.68	63.34	69.68	5.00	8.00	1.00	4.50			
3	Brandywine	00294	Talley Middle	Y		S	SI1	7-8	0608	63.95	65.95	70.95	3.50	5.00	4.00	4.50			
3	Brandywine	00285	Harlan Elem	Y		E	SI2	4-6	KG05	72.96	77.18	77.21	2.12	1.00	8.00	4.50			
3	Laurel	00059	Laurel Intermediate	Y		E	SI1	5-6	0406	69.20	66.33	73.85	2.32	2.00	6.00	4.00			
3	NCC Votech	00154	Delcastle Tech High	Y		S	SI2	9-12	0812	62.36	66.53	71.85	4.74	4.00	2.00	3.00	95.72	98.46	99.38
3	Christina	00236	Gauger-Cobbs Middle	Y		S	SI1	6-8	0608	63.79	63.97	72.79	4.50	3.00	3.00	3.00			
3*	Colonial	00061	New Castle School*	N	Y	I	N	5-12	0612	15.08	9.84	7.50	-3.79						

Delaware 1003(g) SIG Tier I, II, and III schools – With Small School Waiver Request (waiver granted June 2010)

3*	Capital	00328	Kent County Alternative*	N	Y	I	N	7-12	0912	0.00	9.09	33.33	16.67				15.38	9.09	20.00
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**Small school status*

Schools Tier I = 5

Schools Tier II = 6

Schools Tier III = 17

Total SIG Schools (all Tiers) = 28

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

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 Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.

All LEAs are required to have an LEA Success Plan. The success plan is a required component of LEA applications for federal and state funds. The LEA Success Plan is the comprehensive strategic plan for the LEA. All LEA applications for funds must show how funds will support the overarching LEA Success Plan. Specifically, within funding applications, LEAs must show how Budgeted Activities directly support the LEA's effort to address the needs, goals, objectives, progress targets, and strategies within the overarching plan.

Within each success plan, the LEA must identify the following information:

- LEA Mission – A statement that defines the core purpose of the organization
- LEA Vision – A word picture of what the organization intends ultimately to become in the future
- Needs Assessment – The needs of the students, staff and community and, to the extent that they can be identified, the underlying causes of these needs
- Goals – Statements of future achievements that are designed to attain the mission
- Objectives – Measurable outcomes that support the goals
- Formative and Summative Progress Measures and Targets – Quantitative indicators that gauge the status of the objectives throughout the plan implementation
- Strategies – Statements that describe how the organization will influence the measures

Each LEA School Improvement Grant (SIG) application will require an amendment to the LEA Success Plan. The amended plan will include:

- Updated needs assessment information for all schools being served by SIG
- A separate SIG goal for each intervention chosen
- Identification of specific school(s) objectives, formative and summative progress measures and targets, and strategies directly related to each SIG goal
- Identification of all SIG-eligible state Partnership Zone schools

All LEA applications will be reviewed by a team of DDOE staff members including those responsible for Title I, school improvement, accountability, Partnership Zone schools, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. (The full DDOE Title I, 1003(g) SIG Review checklist is Located in Appendix C)

The SIG goal(s) will be reviewed using the following criteria:

- A separate SIG goal for each model chosen
- Each SIG goal must clearly state the model chosen and in which school(s) the model will be implemented. (Example: ABC School District will implement the Turnaround Model in ABC Middle School)

The needs analysis section of the success plan and specific needs within the SIG goal will be reviewed using

the following criteria:

- Needs must identify each of the academic reasons why each school is in improvement, or is low achieving.
- Non-academic needs and associated data must be clearly and logically linked to conditions that impact student achievement. (Examples: attendance, health issues, parent literacy, or behavior problems).

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

Each DDOE SIG review team member will have the opportunity to comment and provide feedback on each section of the application. The LEA capacity section will be reviewed using the following criteria:

- The LEA must serve at least one Tier I or Tier II school (unless the LEA has no Tier I or Tier II schools) and all SIG-eligible state Partnership Zone schools within the LEA
- If the LEA is not serving all eligible Tier I and Tier II schools, the LEA must provide clear and logical rationale for the schools it has chosen to serve and for the schools it has chosen *not* to serve, including LEA staffing, fiscal, and other resource limitations
- The LEA must provide rationale for the model chosen for each school served. Rationale must be clearly and logically linked to the needs for each school
- The LEA must identify which LEA-level staff members and outside experts will be supporting each school, and each person's expertise that will contribute to successful implementation of the grant
- If the EMO/CMO management model is selected, the LEA must provide evidence of the availability and quality of each EMO or CMO under consideration, including a evidence of interest from potential EMO or CMO partners
- If the school closure model is selected, the LEA must provide evidence that students will be enrolled in higher performing schools in the LEA (or LEA of residence in the case of charter schools)
- If the Turnaround model is chosen, the LEA must provide evidence that all required components of the model will be implemented
- If the Transformation model is chosen, the LEA must provide evidence that all required components of the model will be implemented. Beginning 2011-2012 school year, this will include participation in the Delaware Performance Appraisal System (DPAS) as required under new state regulations 106 and 108. (Full copies of the new regulations may be found in PDF attachments accompanying this application) For the 2010-2011 school year this will include LEA commitment that participating schools will
 - Participate in state activities to develop multiple indicators of student improvement for DPAS, as revised by state regulation 106 and 108, for utilization state wide in the 2011-2012 school year
 - Review current DPAS to determine which criteria will be used to evaluate teacher and administrator effectiveness during the 2010-2011 school year in their respective school(s)
 - Conduct and document DPAS with the above highlighted criteria for evaluations for all staff during the 2010-2011 school year
 - Participate in training related to new DPAS system to be implemented during the 2011-2012 school year per new state regulation
- LEAs with 9 or more schools identified in Tiers I, II, and III, have chosen to implement the transformation model in no more than 50% of eligible schools.

(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Each DDOE SIG review team member will have the opportunity to comment and provide feedback on each section of the application. The budget section will be reviewed using the following criteria:

- Budgeted items must be clearly and directly linked to the strategies in the LEA's SIG Goal
- Budgeted items must clearly and directly address the reason why the school is in improvement (AYP cells missed and other data-determined needs indicated under this goal)
- Budgeted items must be necessary and reasonable for the proper and efficient performance and administration of the grant award
- Budgeted items must be realistic including
 - Able to be fully expended during the grant period, with the majority of funds to be expended during year 1 of the grant period as demonstrated in the Distribution of Funds section of the application
 - Of sufficient scope and amount to ensure strategy success (Example: Strategy in plan is to require all ELA teachers to participate in high quality professional development. Budgeted items must clearly show that there are sufficient funds to support all ELA teachers' participation)
- Budgeted items must be allowable under ESEA cost principles and state law and regulation
- Budgeted items for LEAs choosing the school closure model must not be for more than one year in duration and may only be allocated for costs related to school closure including, but not limited to:
 - parent and community outreach efforts related to school closure
 - parent and student transition services to the new school
 - new school orientation activities for parents and students transferring from the closed school
 - administrative and operational costs, only if they are in excess of normal LEA costs and directly related to the school closure (i.e. transportation costs exceeding normal LEA transportation costs for the students in the closed school)
- Budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b).

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.*
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.*
- (3) Align other resources with the interventions.*
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.*
- (5) Sustain the reforms after the funding period ends.*

Processes for LEAs serving Partnership Zone schools

Design and implement interventions consistent with the final requirements

The State's plan to support turnaround begins with its newly revised regulations, which mandate a process for identifying lowest-achieving schools, and initiating reform through the State's Partnership Zone. Each year, schools that have been selected to participate in the Partnership Zone will be required to implement one of the four school intervention models outlined in Race to the Top and the 1003(g) State Plan. Delaware regulation now requires local bargaining units to work with LEAs to modify collective bargaining agreements to secure the flexibility necessary for that implementation to be successful.

Recruit, screen, and select external providers, if applicable, to ensure their quality.

The State's Turnaround Office will provide a range of supports to LEAs as they turn around lowest-achieving schools, from the point of entry into the Partnership Zone, to the planning process, to recruitment of leaders and staff, and finally, to the launch and operations of the turnaround school. Supports will include providing access to turnaround experts and mentors, providing help with recruiting operational partners, and identifying and disseminating best practices. Schools that choose to convert to a charter school will be supported by both the Turnaround Office and the Charter Management Office. The State has established a partnership with Mass Insight to support its turnaround efforts, making it one of a handful of states selected for partnership with this national leader in school reform. See Appendix B for a copy of the MOU with Mass Insight.

Align other resources with the interventions

LEA and School Success Plans are comprehensive plans – not individual plans for separate initiatives. The 1003(g) SIG, the Consolidated Application, and the 1003(a) school improvement grants all require funds to be directly linked to goals, objectives, targets and strategies within the Success Plan. Although Success Plans may be amended, all grants, and any amendments, are reviewed to ensure alignment of resources and interventions. Any LEA awarded 1003(g) SIG funds will be required to show alignment of federal and state program funds with the SIG interventions. Similarly, and school awarded 1003(g) SIG funds (through its LEA) will be required to show alignment of state and Title I 1003(a) school improvement grant funds (if eligible) and SIG interventions.

Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively

The State will enter into MOUs with LEAs, requiring schools to achieve adequate yearly progress (AYP) within two years of operations within the Partnership Zone. The State will monitor progress and provide supports and consequences if schools are off-track to meeting their AYP targets.

The Turnaround Office will monitor LEAs with SIG schools to ensure all duties are carried out and SIG schools are making significant progress. If the LEA is experiencing problems or barriers to full SIG implementation, the Turnaround Office will work with the LEA to alleviate those issues and/or to amend plans appropriately. The Turnaround Office will monitor progress by regularly reviewing, at minimum, project management plan documentation, progress on formative targets within the LEA Success Plan SIG Goal(s), and LEA requests for assistance.

The Turnaround Office will also be responsible for recommending consequences to the SEA if LEAs are not carrying out SIG grant duties or are not implementing LEA SIG strategies. Supports and consequences may include, but are not limited to, increased technical assistance, required actions with deadlines, and non-renewal of SIG funding.

Sustain the reforms after the funding period ends

The State will support LEAs in improving more than just the persistently lowest-achieving schools through the use of quantitative and qualitative assessments, improved reform plans, and added capacity, support, and oversight. The goals of these efforts are to prevent schools from being defined as PLA.

Processes for LEAs serving non- Partnership Zone schools

Design and implement interventions consistent with the final requirements

LEAs applying for SIG funds for schools that do not fall into the state's Partnership Zone will be required to develop and submit project management plans through the web-based Education Success Planning and Evaluation System. Project management plans must be submitted within 30 business days after the LEA receives notification of grant award.

Recruit, screen, and select external providers, if applicable, to ensure their quality.

The State's Turnaround Office will provide a range of supports to LEAs as they turn around lowest-achieving schools, from the point of SIG approval, to the planning process, to recruitment of leaders and staff, and finally, to the launch and operations of the turnaround school. Supports will include providing access to turnaround experts and mentors, providing help with recruiting operational partners, and identifying and disseminating best practices. Schools that choose to convert to a charter school will be supported by both the Turnaround Office and the Charter Management Office. The State has established a partnership with Mass Insight to support its turnaround efforts, making it one of a handful of states selected for partnership with this national leader in school reform.

Align other resources with the interventions

LEA and School Success Plans are comprehensive plans – not individual plans for separate initiatives. The 1003(g) SIG, the Consolidated Application, and the 1003(a) school improvement grants all require funds to be directly linked to goals, objectives, targets and strategies within the Success Plan. Although Success Plans may be amended, all grants, and any amendments, are reviewed to ensure alignment of resources and interventions. Any LEA awarded 1003(g) SIG funds will be required to show alignment of federal and state program funds with the SIG interventions. Similarly, and school awarded 1003(g) SIG funds (through its LEA) will be required to show alignment of state and Title I 1003(a) school improvement grant funds (if eligible) and SIG interventions.

Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively

Project management plans detail the specific deliverables associated with each LEA Success Plan SIG strategy, the specific tasks required to produce each deliverable, and the required resources and conditions to ensure successful project implementation. Task start dates, due dates, and progress is tracked within the web-based system. LEAs will be required to update task progress within each project management plan at least four times per year. The Turnaround Office will review all project maps and provide feedback and technical assistance to LEAs.

The Turnaround Office will monitor LEAs with SIG schools to ensure all duties are carried out and SIG schools are making significant progress. If the LEA is experiencing problems or barriers to full SIG implementation, the Turnaround Office will work with the LEA to alleviate those issues and/or to amend plans appropriately. The Turnaround Office will monitor progress by regularly reviewing, at minimum, project management plan documentation, progress on formative targets within the LEA Success Plan SIG Goal(s), and LEA requests for assistance.

The Turnaround Office will also be responsible for recommending consequences to the SEA if LEAs are not carrying out SIG grant duties or are not implementing LEA SIG strategies. Supports and consequences may include, but are not limited to, increased technical assistance, required actions with deadlines, and non-renewal of SIG funding.

Sustain the reforms after the funding period ends

The State will support LEAs in improving more than just the persistently lowest-achieving schools through the use of quantitative and qualitative assessments, improved reform plans, and added capacity, support, and oversight. The goals of these efforts are to prevent schools from being defined as PLA.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I 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 Tier I 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 Tier I schools as possible.

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

Processes for LEAs with Partnership Zone schools

Newly revised state accountability regulation mandates a state process for identifying lowest-achieving schools and initiating reform through the State's Partnership Zone. Each year, schools that have been selected to participate in the Partnership Zone will be required to implement one of the four school intervention models outlined in Race to the Top and the 1003(g) State Plan. Delaware regulation now requires local bargaining units to work with LEAs to modify collective bargaining agreements to secure the flexibility necessary for that implementation to be successful.

Under state regulation, if the State does not agree with the LEA's proposed option and plan to implement it, the State can refuse to agree to a Partnership Zone MOU. Regulation provides that if an MOU is not agreed to within 120 days, the LEA's options are then limited to closure, reopening the school as a charter, or contracting with a private management organization to operate the school. The limited options available as alternatives to the MOU provide strong incentive for a meaningful agreement to be reached.

Regulation also requires the LEA and the local bargaining unit to secure an agreement providing sufficient operational and staffing flexibility for the model to be implemented successfully. As with the MOU, the assurance that the LEA and the local bargaining unit will negotiate meaningful change at this point is provided by a combination of the parties' interest in rapidly turning around the school, the limited alternative choices available, and the authority granted to the DDOE in the regulation described below.

Finally, regulation specifies: if the LEA and the collective bargaining unit cannot reach agreement with respect to necessary changes to the collective bargaining agreement within 75 days, the LEA and the collective bargaining unit must each provide their last offer to The Delaware Secretary of Education, who will then have final authority to select one of those options for implementation. The Secretary will select one of the options submitted by the LEA and/or its collective bargaining unit. *If the LEA's selection is not the model implemented, that LEA is not eligible for SIG awards.* If The Secretary does not find that either of the options is satisfactory, she may send the parties back to continue negotiations for an additional 30 days. If agreement is not reached in that timeframe, the LEA will be forced to enter an MOU selecting a different model. If no MOU is entered within 120 days from the date of notification that the school was selected for the Partnership Zone, the LEA's options are limited to choosing between closure, reopening the school as a charter, or contracting with a private management organization to operate the school.

Once a plan is agreed upon and implemented, the regulations again provide the State with the authority to

intervene to ensure rapid improvements in performance. In addition to regular monitoring of progress, regulation states that if, after two years of operations, the school has not made AYP, the MOU process will be repeated. The school will again have the opportunity to pursue further reform, secure additional flexibilities in staffing and operations, and, if necessary, narrow the set of options further to exclude the failed option.

Processes for LEAs with non- Partnership Zone schools

The LEA capacity section of the SIG application includes, in part, the following criteria:

- The LEA must serve at least one Tier I or Tier II school (unless the LEA has no Tier I or Tier II schools)
- If the LEA is not serving all eligible Tier I and Tier II schools, the LEA must provide clear and logical rationale for the schools it has chosen to serve and for the schools it has chosen not to serve, including LEA staffing, fiscal, and other resource limitations

DDOE SIG review team members will scrutinize the rationale for any Tier I or Tier II schools that are not identified as Partnership Zone participants and that an LEA chooses not to serve. If the review team does not agree that lack-of-capacity evidence within the application is sufficient, the team will require the LEA to revise their application per the review process described in section D. The revision will need to either a) provide additional and substantial evidence supporting the LEA's claim of lack of capacity or b) include a detailed plan and budget for all schools in Tier I and Tier II. Should subsequent resubmissions still provide insufficient evidence of lack of capacity and not include at least one or all Tier I and Tier II schools, then the LEA application will not be awarded.

Reviewers will take the following factors into consideration when reviewing lack of capacity claims by LEAs:

- The number of LEA schools in each Tier
- How the LEA prioritized which schools would be served
- Any key LEA staff position vacancies that impact the likelihood of grant success (i.e. Superintendent)
- The LEA award threshold (i.e. LEA has already reached award maximum)
- Lack of access to or availability of quality partners (i.e. EMO, CMO, outside experts)
- Other salient factors submitted by LEA

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

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

Once the state application for 1003(g) is approved, eligible LEAs will be notified that the LEA application is open. Given the small size of Delaware's SIG allocation and the number of Tier I and Tier II schools to be served, it is unlikely that there will be sufficient funds to make a serious impact in Tier III schools. However, should sufficient funds remain after all Tier I and Tier II schools are served and any required SEA carryovers are calculated, the SEA will award funds supporting Tier III schools.

The SIG application process is:

1. LEAs will have 20 business days to submit their applications to DDOE using the web-based Education Success Planning and Evaluation System.
2. The DDOE application SIG review team will receive electronic notification immediately when each grant is submitted.
3. The DDOE SIG review team will then review each application and enter comments within 5 business days of submission.
4. DDOE review team members will sign off on all grants that are approvable.
5. If an application is not approvable, it will be set to revise status within 1 business day and LEA personnel will receive an automatic electronic notification.
 - a. The LEA will have 7 business days to revise the application in light of reviewer comments and resubmit.
 - b. DDOE will also provide the LEA with technical assistance, as necessary and as requested, during the revision timeline.
 - c. The DDOE SIG review team will review each revised submission within 3 business days.
 - d. Subsequent revisions, if necessary, will repeat until such time as the application is fully approvable. For subsequent revision, LEAs will be required to revise and resubmit the application within 3 business days.
6. Once an application is approved by all review team members, the Associate Secretary for College and Career Readiness and the Secretary of Education will review and sign the grant. Should either the Associate Secretary or Secretary not approve the grant, he or she will contact the Director of Career, Technical and Title I Resources and explain the rationale denying approval. The director will then enter additional comments in the LEA application and the process will revert back to step 5 above.
7. Once the Secretary has signed the grant, financial processing will begin. All funds will be loaded to the LEA and the LEA will be notified of the grant award within 5 business days of the Secretary's approval.

Proposed Timeline for 2010:

April 9 – open SIG grant to LEAs

May 7 – final submission date

May 14 – all DDOE reviews completed, all LEAs notified of any revisions needed, approved applications forwarded for Associate Secretary and Secretary Review

May 25 – all resubmissions due

May 28 – all DDOE re-reviews completed, all LEAs notified of any revisions needed, approved applications

forwarded for Associate Secretary and Secretary Review

June 2 – any subsequent resubmissions due

June 7 – any final DDOE re-reviews completed, approved applications forwarded for Associate Secretary and Secretary Review

All awards must be finalized by June 18, 2010. All schools must begin implementing plans before the first day of the 2010-2011 school year.

Timelines for subsequent years:

August – Final school-level AYP determinations

September 1 – determine Tier I, Tier II, and Tier III school lists and identify Partnership Zone Schools

September through December – Partnership Zone schools determine intervention model and establish an MOU per state regulation 103; non-Partnership Zone schools select intervention model in collaboration with staff, parents and community members

January 2 or first business weekday in January – open SIG grant to eligible LEAs

By January 31 – final submission date for all LEA applications

By February 5 – all DDOE reviews completed, all LEAs notified of any revisions needed, approved applications forwarded for Associate Secretary and Secretary Review

By February 18 – all resubmissions due

By February 23 – all DDOE re-reviews completed, all LEAs notified of any revisions needed, approved applications forwarded for Associate Secretary and Secretary Review

By February 28 – any subsequent resubmissions due

March – any final DDOE re-reviews completed, approved applications forwarded for Associate Secretary and Secretary Review

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

The DDOE Turnaround Office will be responsible for monitoring performance in all SIG LEAs and schools, including those within the Partnership Zone. Each LEA will be required to enter a minimum of 3 progress updates for each formative measure under the LEA Success Plan SIG Goal(s) during the first three quarters of the grant period. (Progress updates are entered into the web-based LEA Success Plan.) The summative progress update for each summative measure under the SIG Goal(s) must be entered within one month of the end of the grant period or within one month of data becoming available from the state assessment.

All LEAs are required to provide formative and summative updates online within the Success Plan. First, the LEA/school enters performance data as compared to each measure and target set. Next, the LEA/school describes progress and rationale. A sample of the online module is included in Appendix D.

Designated Turnaround Office personnel will receive an automatic email when progress updates are submitted, which alerts them to review each submission. Turnaround Office personnel will then contact LEA/school staff with any concerns or offers of technical assistance.

LEAs that do not show reasonable progress will receive regular feedback from the DDOE Turnaround Office

(quarterly review of formative progress and annual review of summative progress). The DDOE Turnaround Office will be responsible for providing timely technical assistance to LEAs and for making determinations for non-renewal. Non-renewal decisions will be based on 1) consistent lack of progress across all formative and summative measures and 2) lack of LEA response to recommendations and/or technical assistance from the DDOE Turnaround Office.

For Partnership Zone schools, new state regulation requires that if, after two years of operations, a school has not made AYP, the MOU process will be repeated. The school will again have the opportunity to pursue further reform, secure additional flexibilities in staffing and operations, and, if necessary, narrow the set of options further to exclude the failed option.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

The DDOE Turnaround Office will be responsible for monitoring performance in all SIG LEAs and schools, including Tier III schools funded through SIG. Each LEA will be required to enter a minimum of 3 progress updates for each formative measure under the LEA Success Plan SIG Goal(s) during the first three quarters of the grant period. (Progress updates are entered into the web-based LEA Success Plan.) The summative progress update for each summative measure under the SIG Goal(s) must be entered within one month of the end of the grant period or within one month of data becoming available from the state assessment.

(4) 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 Tier I and Tier II schools the LEA is approved to serve.

The DDOE Turnaround Office will be responsible for monitoring performance in all SIG LEAs and schools, including Tier III schools funded through SIG.

The Turnaround Office will monitor SIG schools to ensure they are making significant progress and are on track to achieve adequate yearly progress (AYP) in the following ways:

- Monitoring LEA progress updates for each formative measure under the LEA Success Plan SIG Goal(s) and ensuring progress is being made (at least quarterly).
- Monitoring summative progress updates for each summative measure under the SIG Goal(s) to ensure student achievement targets are being met (annually).
- Monitoring LEA progress on SIG project management plans (at least quarterly).
- Monitoring LEA expenditures (at least quarterly).

LEAs are required to submit at least 3 formative and 1 summative progress update; however, they may submit up to 12 formative updates a year. The DDOE Turnaround office will therefore monitor each award at a minimum of 4 times a year (quarterly) and up to 12 times a year (monthly).

The DDOE Turnaround office will also have access to monitor LEA expenditures on a monthly basis, but will monitor expenditures no less than quarterly (once every 3 months). It is anticipated that the DDOE

Turnaround Office will monitor expenditures monthly.

(5) 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.

SIG awards will be granted statewide in the following priority order:

1. State Partnership Zone schools that are in SIG Tier I and II (beginning 2011-2012)
2. Other SIG Tier I and II schools as follows:
 1. Rank remaining (non-Partnership Zone) Tier I schools from lowest to highest achieving in most recent test administration
 2. Determine LEA demonstrated capacity for Tier I applications within the state allocation
 3. Fund LEA applications in rank order, lowest achieving to highest, where LEA applications demonstrate capacity for full model implementation
 4. Rank remaining (non-Partnership Zone) Tier II schools from lowest to highest achieving in most recent test administration
 5. Determine LEA demonstrated capacity for Tier II applications within the state allocation
 6. Fund LEA applications in rank order, lowest achieving to highest, where LEA applications demonstrate capacity for full model implementation
3. Tier III schools - only where Tier I and/or Tier II schools are already being funded and where Tier III schools choose to implement one of the four SIG models
4. Tier III schools - only where Tier I and/or Tier II schools are already being funded or in LEAs where there are not Tier I or II schools that choose *not* to implement one of the four SIG models

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

Tier III schools will be prioritized in two ways:

1. LEAs that serve both Tier I and/or Tier II schools and Tier III schools will have first priority to apply for funds supporting Tier III schools (LEAs with only Tier III schools will only be eligible once all Tier I and Tier II schools are funded)
2. LEAs that choose to implement one of the four models required for Tier I and Tier II in their Tier III schools will receive priority over applications from LEAs that choose other supports for Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

The SEA does not intend to take over any schools.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II 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.

The State's Turnaround Office will provide a range of supports to LEAs as they turn around lowest-achieving schools, from the point of entry into the Partnership Zone, to the planning process, to recruitment of leaders and staff, and finally, to the launch and operations of the turnaround school. Supports will include providing access to turnaround experts and mentors, providing help with recruiting operational partners, and identifying and disseminating best practices. LEAs that choose to convert schools to a charter school to be authorized by the SEA, not LEA, will be supported by both the Turnaround Office and the Charter Management Office. Supports would include, but not be limited to, training to charter school staff regarding state and federal operating requirements such as financial management, data management and reporting, program requirements, curricula alignment, Success Planning, grant application processes, and charter school program requirements.

The Turnaround Office will also provide targeted support for Partnership Zone schools as delineated in the MOU. Types of assistance will vary depending on the intervention model chosen, specific LEA and school needs, and MOU contents. The State has established a partnership with Mass Insight to support its turnaround efforts, making it one of a handful of states selected for partnership with this national leader in school reform. See Appendix B for a copy of the MOU with Mass Insight.

Similar service delivery will be available to non-Partnership Zone schools when agreed upon by the LEA and the DDOE Turnaround Office.

E. ASSURANCES: The SEA must provide the assurances set forth below.

The SEA assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- 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 Tier I and Tier II school that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- 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 each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II 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; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: An SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

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.

SEA activities carried out through the state-level reservation funds will include:

- Turnaround Office costs to provide direct and individualized technical assistance to LEAs
- Turnaround Office costs to carry out SIG monitoring, evaluation, and reporting duties

G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- The SEA consulted with its Committee of Practitioners, the DESS Advisory Council, regarding the information set forth in its application on February 2, 2010. [Link to copy of the PowerPoint used.](#) Notice and request for comment related to “minimum n” waiver option was sent to committee members, via email, on Tuesday, February 9, 2010.

The SEA may also consult with other stakeholders that have an interest in its application.

- The SEA has consulted with other relevant stakeholders, including district Chief School Officers and Charter School Directors with schools identified for Tier I and Tier II, and Delaware State Education Association Leadership.

H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

Delaware requests a waiver of the requirements it has listed 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 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 Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

1. Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
2. Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
3. 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 Tier I or Tier II Title I participating school that does not meet the poverty threshold.
4. Waive the definition in section I.A.3 of the final requirements in order to apply a "minimum n" below which the SEA would not identify a school. *This waiver request will be forwarded March, 1, 2010 after the formal comment period expires.*

The State 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 State 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 Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in 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 this request and has attached [link to that notice](#). No comments were received. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public and has attached a [link to that notice](#).

The State 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.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

LEA APPLICATION REQUIREMENTS

Delaware's LEA Application is being sent as a separate PDF file.

Delaware's LEA Application Guidance document is being sent as a separate PDF file.

Delaware's LEA Application Reviewer Checklist may be found in Appendix C.

APPENDIX A

Explanation of calculation methods to determine PLA schools and relevant definitions

Measures for Placing Schools into Tiers

English/language arts and mathematics proficiency rates were calculated using the Single Percentage Method for the most recent year of AYP determinations (i.e., 2009). The numerator for the percentage consisted of students who scored proficient or higher in English/language arts plus students who scored proficient or higher in mathematics. The denominator for the percentage consisted of the total number of students assessed in English/language arts plus the total number of students who assessed in mathematics. Students were included in both the numerator and denominator if they took either the regular assessment or the alternate assessment. Students were only included if they met the full school year definition used in Delaware's approved Accountability Workbook.

"Lack of Progress" was determined by first calculating the percent proficient for the two preceding years using the Single Percentage Method described above. The three years of proficiency percentages for 2007-2009 were then used to calculate a slope for each school over the three years*. The slope represented the change in the percent proficient per year over the period. Positive slope values represented growth, whereas negative slope values represented regression.

Finally, the graduation rates used for Delaware's Other Academic Indicator for AYP determinations was calculated for 2007, 2008, and 2009 in order to examine whether they were below 60% over a number of years.

Assignment of Schools to Tiers I and III

Delaware has 20 Title I schools that are under improvement, corrective action, or restructuring for the 2009-10 school year. The 20 schools were ranked on the dimensions of English/language arts and mathematics proficiency rates and "Lack of Progress". The school with highest percent proficient for 2009 was given a rank of 1, and the school with the lowest percent proficient was given a rank of 20. The school with the largest (positive) slope value was given a rank of 1 and the school with the smallest (negative) slope value was given a rank of 20. An overall weighted average ranking was created for each school by applying the weight of 50% to the percent proficient rank and applying the weight of 50% to the "Lack of Progress" rank and summing the resulting values. The lowest-achieving schools for Tier I were determined by taking the five schools with the highest overall weighted average ranks.

There were six high schools among the 20 Title I Schools. Using the criterion that all three years of graduation rates must be below 60%, there were no additional schools identified for Tier I.

The remaining 15 Title I schools were assigned to Tier III. When using the "minimum n" waiver, small schools identified under Tier I or Tier II were added to the Tier III list, which expanded Tier III to a total of 17 schools.

* One school, McCullough Middle school is a newer school that only had 2 years of percent proficiency data. In this case, the slope was based on just two years worth of data.

Assignment of Schools to Tier II

Delaware has 26 secondary schools that are Title I eligible but not participating using the criterion of 35% of their students receiving free or reduced price lunch as of the fall of 2009. (When using the “minimum n” waiver option, two of the schools were removed and assigned to Tier III based on meeting the “minimum n” waiver criteria.) The schools were ranked on the dimensions of English/language arts and mathematics proficiency rates and “Lack of Progress”. The school with highest percent proficient for 2009 was given a rank of 1, and the school with the lowest percent proficient was given a rank of 26. The school with the largest (positive) slope value was given a rank of 1 and the school with the smallest (negative) slope value was given a rank of 26. An overall weighted average ranking was created for each school by applying the weight of 50% to the percent proficient rank and applying the weight of 50% to the “Lack of Progress” rank and summing the resulting values. The lowest- achieving schools for Tier II were determined by taking the five schools with the highest overall weighted average ranks. (When using the “minimum n” waiver options, overall weighted average ranks for the fourth, fifth, and sixth schools on list were tied, so the lowest-achieving schools for Tier II were determined by taking the six schools with the highest overall weighted average ranks.)

There were 14 high schools among the 26 secondary schools that are Title I eligible but not participating. Using the criterion that all three years of graduation rates must be below 60%, there was one additional school identified for Tier II. (In the “minimum n” waiver option no additional schools were identified for Tier II based on graduation rate.)

The remaining Title I secondary schools that are Title I eligible but not participating were not assigned to a Tier.

Small Schools Determination

Tier I and Tier II lists were also calculated using the “minimum n” waiver. Small schools were removed from the pool of Tier I and Tier II schools prior to ranking calculations and added to Tier III. Small schools were identified using the following criteria: $N < 30$ in the all students denominator category for at least two of the three years of the progress slope calculation.

Additional Definitions

"DDOE" means the Delaware Department of Education

"Delaware Department of Education Achievement Metric" or "DDOE Achievement Metric" means the calculation that is based on the risk and need of each school as demonstrated by its performance on the DSTP or successor statewide assessment.

“Elementary School” means a school with a grade configuration including any of the following: Kindergarten, grade 1, grade 2, grade 3, grade 4, grade 5, or grade 6. However, a school that has grade 6 as its lowest grade level may be considered a Middle School or Secondary School as those terms are defined herein.

“High School” means a school with a grade configuration including any of the following: grade 9, grade 10, grade 11, or grade 12. A High School shall also be considered a Secondary School as that term is defined herein.

"Local Educational Agency" or "LEA" means a public board of education or other public authority legally constituted within Delaware for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a school district, or for a combination of school districts. The term includes an educational service agency and any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

“Middle School” means a school with a grade configuration with more than one of the following: grade 6, grade 7, or grade 8, but that does not include any grade lower than grade 5.

"Persistently low-achieving school" means

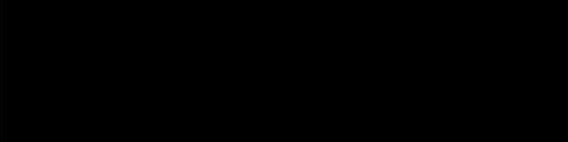
- (i) Any Title I school in improvement, corrective action, or restructuring that:
 - (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
 - (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two of the last three years; and
- (ii) Any secondary school that is eligible for, but does not receive, Title I funds that:
 - (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
 - (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two of the last three years; and
- (iii) Any non-Title I eligible secondary school that would be considered a persistently low-achieving school pursuant to one or more of the aforementioned requirements if it were eligible to receive Title I funds

[The determination shall be based on the academic achievement of the "all students" subgroup in the school in terms of proficiency on the assessments under section 1111(b)(3) of the ESEA in reading and mathematics combined; and the school's lack of progress on those assessments over a period of three school years in the "all students" subgroup. Proficiency and lack of progress shall be weighted equally.]

“Secondary School” means a school with a grade configuration including any of the following: grade 6, grade 7, grade 8, grade 9, grade 10, grade 11, or grade 12. However, a school that includes grade 6 may be considered an Elementary School or Middle School as those terms are defined herein.

APPENDIX B

MOU with Mass Insight



August 23, 2009

Dear Secretary Lowery,

We hope that you are finding your participation in Mass Insight's monthly conference calls for the State Turnaround Development Group to be valuable as you think through new strategies for turning around low-performing schools. We plan to continue to support this network of about 12 states on a sustained basis to share information about effective investments in school turnaround and to provide feedback from you to the U.S. Department of Education staff.

As one of a smaller group of states where we have developed a deeper partnership, we are now pleased to offer you the opportunity to participate in an exciting, high-profile national pilot, the Partnership Zone Initiative-- a five year, \$40 million dollar effort to create scalable and sustainable school turnaround. The Partnership Zone Initiative will bring together public and private support for partner organizations working with states and districts in transforming clusters of under-performing schools.

We believe that this initiative will help you access Race to the Top and other competitive federal funds in order to implement a scalable school turnaround strategy and a sustainable method of improving district systems. Your involvement this fall will also clearly demonstrate that you have moved beyond planning and are taking active steps to implement a turnaround strategy for the bottom 5% of your schools, adopting the President's challenge.

Delaware is among the select group of states we are inviting to take the next step in committing to work with us in the Partnership Zone Initiative because of: 1) your commitment to the Partnership Zone framework set forth in the *Turnaround Challenge* report; 2) your commitment to investing the additional resources necessary for successful turnaround; and the 3) alignment and support of your state and district leadership.

In its first year, the Partnership Zones will be established in up to three states with at least one or two volunteer districts participating in each state (some states may choose to include more). We expect that the first group of finalist states will be selected by November 2009 in preparation to open Partnership Zones for the 2010-2011 school year. We will continue to work

with states that are not selected for this first cohort and will seek additional funding to expand the initiative as we go forward.

Final selection of the first cohort of three states for the Partnership Zone initiative will be based on meeting milestones related to the principles summarized below under State and District Commitments. We will provide additional detail on the final selection in the early fall and will actively work with you over the fall to support your preparation for the Initiative.

Benefits to Participating States and Districts: A Public-Private Partnership

Private Funding and Strategic Services: Mass Insight is committed to raising \$20 million of private national funding this fall for the five year initiative, which will support an integrated team of national strategic partners, and one half of a \$2.5 million annual five year budget for a state-based non profit Strategic Partner to support the state's efforts and that of the participating district(s). We will work with the state Strategic Partners to raise the remaining \$1.2 million of annual private funding within the state. Services to states and districts will include:

- **National Strategic Partners**
Mass Insight will organize and integrate the services of a leading group of national strategic partners to assist states and districts in strategic planning, state policy analysis, human capital analysis and implementation, district and school budget audits and other critical turnaround activities. To date, the following organizations have agreed to participate in the Partnership Zone Initiative:
 - **Strategic Planning and Initial Assessments**
 - Parthenon Group
 - Apollo Philanthropies
 - **State Policy Analysis and Recommendations**
 - EducationCounsel
 - **Human Capital Strategy and Implementation**
 - The New Teacher Project
 - **School Needs Assessment/Capacity Review**
 - SchoolWorks
 - **Evaluation/Research**
 - RAND Corporation
- **Additional Services to States and Districts:**
 - Assistance to states in completing turnaround strategy for Race to the Top applications in support of consulting firms working with you on applications;
 - Assistance to states in applying for local and regional funding.

Public Funding for School-Level Implementation: Using federal school improvement and other funds along with a mandated re-allocation of local budgets, public funding will provide the school-level turnaround and Lead Partner support for the school clusters. Public funds will be invested in incentive and other increased compensation for school staff as part of a package extending the school day and providing for staffing flexibility in the Partnership Zones. (See public funding commitments below.)

Overview of the Partnership Zone

The core elements of Partnership Zones provide a unique opportunity to create the conditions and support systems necessary to create sustainable, scalable change. States and local districts will support and fund **Partnership Zones** containing **clusters of three to five high-need, low-performing schools**, with a commitment to add additional clusters. **Lead Partners** will sign performance agreements with districts for full authority over staffing, school programs, and all service providers in the school clusters. In return, as part of the performance agreement, Lead Partners will accept full accountability for student performance. In order to support the Zones, states and districts will commit to creating **flexible operating conditions** for Zone schools with a particular focus on four key elements including:

- **People**—Who is recruited, hired, and retained
- **Time**—The length of the school day
- **Money**—How school budgets are allocated
- **Program**—The implementation of a rigorous, standards-based curriculum

State and District Commitments

As an initial step in the selection process, we are requesting six key commitments from states and districts identified as first cohort candidates for the national foundation proposal. Final selection of up to three states will be based on the timely ability to meet these commitments as detailed in the additional guidance to be issued in the early fall:

1. *Commit to **target funds to Partnership Zones (Title I including 1003(g), other federal funds)** in the range of \$750,000 per school per year for the first three years for up to 8-*

10 schools. While a large portion of the funding will come from new federal and state funds, some of the funding should also come from district re-allocations and budget flexibilities. After three years, some of the start-up costs associated with creating the Zones will be reduced.

2. *Commit to the creation of **Partnership Zones with altered operating conditions** in order to achieve:*
 - *Funding and regulatory flexibility*
 - *Extended school day*
 - *Flexibility in hiring/program;*

3. *Commit to work with a **non-profit Strategic Partner** on the state level who will support the initiative; act as a fiscal agent for private funding, provide policy support, build leadership coalitions at the state and district levels and provide support for the growth of Lead Partner organizations;*

4. *Commit to **building local capacity by supporting a marketplace of Lead Partners** which sign performance contracts with districts for school accountability;*

5. *Commit to the **expansion and scalability of Partnership Zones** beyond the original cluster, adding additional clusters of schools each year;*

6. *Commit to **align the state's Race to the Top application** with Mass Insight's school turnaround framework of Zones and Lead Partners.*

Actions Required

We are asking you to indicate your commitment to these principles by signing this letter and returning it to our office by September 11th. Signing this letter indicates your agreement, in principle, to realize the commitments listed above, your willingness to be identified in Mass Insight's national grant proposal, and your interest in moving forward to the next stage of the state selection process.

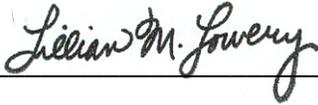
The Partnership Zone pilot provides an opportunity for states and districts, for the first time, to create the conditions necessary for successful, scalable, and sustainable school turnaround. We look forward to your participation with us in establishing national models for this challenge.

Very truly yours,

William Guenther

President,

Mass Insight

A handwritten signature in cursive script that reads "Lillian M. Lowery". The signature is written in black ink and is positioned above a horizontal line.

January 28, 2010

Signature of State Commissioner/Superintendent of Education

Date

APPENDIX C

Title 1, 1003(g) School Improvement Grant Reviewer Checklist

District and Charter School Success Plan & 1003(g) School Improvement Grant Approval Checklist

Title I, Part A, 1003(g)

Under section 1003(g)(1) of the ESEA, the Secretary must "award grants to States to enable the States to provide subgrants to local educational agencies for the purpose of providing assistance for school improvement consistent with section 1116." In awarding such subgrants, an SEA must "give priority to the local educational agencies with the lowest-achieving schools to meet the goals under school and local educational improvement, corrective action, and restructuring plans under section 1116." The regulatory requirements expand upon these provisions, further defining LEAs with the "greatest need" for SIG funds and the "strongest commitment" to ensuring that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in the State.

LEA: _____ **Reviewer:** _____

Directions: Use the criteria below to review each *eligible* district and charter school Success Plan and Grant.

Required Components of Title I, 1003(g) District and Charter School Success Plan and Grant	Yes	No	N/A	Comments
Eligibility:				
1) LEA is applying for schools eligible under Tier I definition				
2) LEA is applying for schools eligible under Tier II definition				
3) LEA is applying for schools eligible under Tier III definition				
Evaluation – Success Plan:				
1) LEA has identified a mission				
2) LEA has identified a vision				
3) LEA has completed the needs assessment				
4) LEA have included goals				
5) LEA have included measurable objectives				
6) LEA has included formative measures				
7) LEA has included summative measures				
8) LEA has included strategies				
9) Needs assessment information is updated for all schools being served by SIG				

District and Charter School Success Plan & 1003(g) School Improvement Grant Approval Checklist

Title I, Part A, 1003(g)

a) Needs include each of the academic reasons why each school is in improvement				
b) Needs include non-academic data that are clearly and logically linked to conditions that impact student achievement for each school				
10) A separate SIG goal is added for the intervention chosen for each school being served by SIG				
11) School specific objectives are added to new SIG goal for each intervention chosen				
12) School specific formative measures and targets are added to each objective under the new SIG goal for each intervention chosen				
13) School specific summative measures and targets are added to each objective under the new SIG goal for each intervention chosen				
14) School specific strategies are added to each objective under the new SIG goal for each intervention chosen				
Model Specific Evaluation – Restart Model:				
1) LEA demonstrates that the LEA has conducted a thorough search of possible EMOs/CMOs of which have indicated availability, interest and capacity to restart the identified school(s)				
2) LEA demonstrates a rigorous review process of the EMO/CMO’s reform plans and strategies				
3) LEA assures that the school will enroll all former students, within the grades the school serves, who wish to attend the school				
4) LEA identifies the grades the school will serve and the grade(s) the EMO/CMO will restart, ensuring that the SIG funds will only be used for the grade(s) under the restart model				
5) LEA assures the EMO/CMO contract will include language to hold the EMO/CMO accountable for complying with final requirements				
Model Specific Evaluation – School Closure:				
1) LEA provides a clear and detailed plan for ensuring students will be enrolled in a higher-achieving school within reasonable proximity to the closed school				
2) LEA assures that funds used to close a school will be used within one year				

District and Charter School Success Plan & 1003(g) School Improvement Grant Approval Checklist

Title I, Part A, 1003(g)

3) LEA assures that funds are only allocated for costs related to school closure				
Model Specific Evaluation – Turnaround Model:				
1) LEA describes a process to replace the principal, provides rigorous criteria for new principal selection, and ensures the new principal sufficient operational flexibility to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates				
2) LEA assures participation in DPAS II-Revised to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students				
3) LEA describes a process and criteria for screening all existing staff				
4) LEA assures no more than 50% of existing staff will be rehired				
5) LEA includes multiple coordinated strategies to provide incentives and rewards to recruit, place and retain effective staff				
6) LEA includes ongoing professional development opportunities, aligned with the school’s comprehensive instructional program, that meet the state’s definition of high quality professional development				
7) LEA describes a new LEA governance structure for the school(s) and describes LEA capacity to carry out additional authority and accountability				
8) LEA describes how the school will identify and implement an instructional program that is research-based, vertically aligned, and aligned with the State Standards				
9) LEA describes a process for the school staff to use student data on a continuous basis to inform and differentiate instruction				
10) LEA includes strategies to increase learning time				
11) LEA includes strategies to support student social-emotional and community-oriented service needs				
Model Specific Evaluation – Transformation Model:				

District and Charter School Success Plan & 1003(g) School Improvement Grant Approval Checklist

Title I, Part A, 1003(g)

1) LEA describes a process to replace the principal and provides rigorous criteria for new principal selection				
2) LEA assures participation in DPAS II-Revised to measure the effectiveness of principal and staff				
3) LEA includes strategies to reward staff who are effective and to remove those who, after receiving ample support and opportunity to improve, have not done so				
4) LEA includes ongoing professional development opportunities, aligned with the school's comprehensive instructional program, that meet the state's definition of high quality professional development				
5) LEA includes multiple coordinated strategies to provide incentives and rewards to recruit, place and retain effective staff				
6) LEA describes how the school will identify and implement an instructional program that is research-based, vertically aligned, and aligned with the State Standards				
7) LEA describes a process for the school staff to use student data on a continuous basis to inform and differentiate instruction				
8) LEA includes strategies to increase learning time				
9) LEA includes strategies to provide ongoing mechanisms for family and community engagement				
10) LEA includes strategies to grant the school sufficient operational flexibility to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates				
11) LEA describes how the LEA or other provider(s) will provide the school(s) with ongoing, intensive technical assistance and related support				
Evaluation – Capacity:				
1) LEA has identified at least one Tier I or Tier II school to serve (unless there are no Tier I or Tier II schools)				
2) LEA has identified all SIG-eligible state Partnership Zone schools to serve				

District and Charter School Success Plan & 1003(g) School Improvement Grant Approval Checklist

Title I, Part A, 1003(g)

3) [Applicable only for LEAs not serving ALL eligible Tier I and Tier II schools] LEA has provided a clear and logical rationale for selecting the schools they will and will not serve, including staffing, fiscal, and other resource limitations				
4) LEA has provided clear and logical rationale linked to the specific school needs for the model chosen for each school served				
5) LEA has identified LEA-level staff members and their expertise in supporting each school				
6) LEA has identified outside experts and their expertise in supporting each school				
Evaluation – Budget:				
1) Budgeted items are clearly and directly linked to the strategies in the LEA’s SIG goal				
2) Budgeted items clearly and directly address the reason why the school is in improvement (AYP cells missed and other data-determined needs)				
3) Budgeted items are necessary and reasonable for the proper and efficient performance and administration of the grant award				
4) Budgeted items are able to be fully expended during the grant period				
5) The majority of the budgeted items will be expended during year 1 of the grant period				
6) Budgeted items are of sufficient scope and amount to ensure strategy success				
7) Budgeted items are allowable under ESEA cost principles and state law and regulation				
8) [Applicable only for LEA selecting the school closure model] Budgeted items are not more than one year in duration				
9) [Applicable only for LEA selecting the school closure model] Budgeted items are only allocated for costs related to school closure				
10) Budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)				
Assurances:				
1) The LEA has signed off on all SIG assurances.				

APPENDIX D

Progress Update Screen Shots

Objective: Support the success of students who need special education services

View Measure

[CM] % Proficient in Math on the DSTP (Special Ed - All Grades)

Start Year: 2008 Baseline: 30.6

Target Date Target Value Actual Date Actual Value

6/15/2008	40	6/15/2008	30.6
6/15/2009	45	6/15/2009	31.1

View Measure

[CM] % Proficient in Reading on the DSTP (Special Ed - All Grades)

Start Year: 2008 Baseline: 39.9

Target Date Target Value Actual Date Actual Value

6/15/2008	50	6/15/2008	37.2
6/15/2009	55	6/15/2009	35.6

View Measure

Mean SAT Critical Reading (Verbal) score

Start Year: 2007 Baseline: 475

Target Date Target Value Actual Date Actual Value

12/15/2008	478	12/12/2008	470
6/15/2009	480	12/1/2009	464

View Measure

Mean SAT Mathematics score

Start Year: 2007 Baseline: 476

Target Date Target Value Actual Date Actual Value

6/15/2008	478	12/12/2008	465
6/15/2009	480	12/1/2009	465

View Measure

[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day

Start Year: 2007 Baseline: 53

Target Date Target Value Actual Date Actual Value

3/30/2008	60	3/30/2008	56.2
3/30/2009	65	3/30/2009	56.3

Update Questions

[1.] What progress have you made in meeting this objective?

- Fully met
- Significant progress made
- Partial progress made

- Little or no progress made
- Not started or attempted

[2.] Briefly describe and explain your level of progress. Include data or other supporting evidence. What factors contributed to your success in meeting this objective? What factors were barriers in meeting this objective? If you are considering changing this objective or strategies, measures, or targets related to this objective next year, please describe the change(s) and provide a brief rationale.

Implementation and Challenges The Christina School District has achieved substantial improvement in the area of Compliance Monitoring around Federal, State and Local Regulations, which positively impacted the processes and procedures around the development and implementation of Individual Educational Plans (IEP). The Internal Review completed by building administrators provided the building administrators a view of the processes and procedures utilized within their building and a snapshot of the services and supports delivered to students with disabilities. The External Review completed by the Special Services Department provided a more comprehensive look at the enforcement of Part B and the quality of services provided to students with disabilities. The result of the September 30th State Audit indicates significant improvement in the process and procedures utilized in the implementation of Part B. The District provided training in the State of DE web-based IEP system, IEP Plus. Students, parents, teachers and related services staff can fully participate in the IEP process via the IEP projection system. The web based system promotes more collaboration, discussion and group decision making which has improved the process resulting in a more comprehensive IEP. In 2007-2008, the District provided training in the Implementation of Inclusive Educational Practices resulting in more opportunities for students to be educated in the least restrictive environment. The district employed Inclusion Coaches to assist teachers and administrators in providing quality instruction to students with disabilities. Ongoing technical assistance and support was provided to schools in the area of academics and school climate via School Wide Positive Behavior support training (CSD is a school-wide PBS District). One major barrier to implementation of Inclusive Educational Practices was the delay in the State of Delaware's expansion of needs-based funding to the District. Lack of funding delayed the full implementation of Inclusive Educational Practices across the District. Outcomes and Trends The Christina School District continues to struggle to reduce the substantial achievement gaps that exist between our Special Education and Regular education students. DSTP-based academic proficiency rates for Special Education students tend decrease with age/grade and school level, with gaps between Special Education and Regular Education students in each content area increasing significantly at the secondary level. Proficiency rates for Special Education students decreased in three of the five content areas tested on the DSTP (Reading, Math, and Science) between 2006 and 2009. Proficiency increased slightly in Writing across the period. The proficiency rate gap between Special Education students and their Regular Education peers also increased across the period in Reading, Writing, and Math. Cross-year proficiency trends for Special Education students are summarized below: • Proficiency rates for Special Education students decreased from 2006 (baseline year) to 2009 in Reading (from 47.4% to 40.6%), in Math (from 35.0% to 31.1%), and in Science (from 37.4% to 34.8%). Proficiency rates in Social Studies did not grow or decline across the period, remaining between 21% and 22% across the period. Writing proficiency rates increased from 27.5% in 2006 to 31.9% in 2009. • As noted in the evidence reported under Goal 1, Objective 2, the Special Education proficiency gap (combined across grades 2-10) increased from 2006 to 2009 in Reading (by 4.8 percentage points), Writing (by 5.5 percentage points), and Math (by 6.5 percentage points), while decreasing slightly in Science (by 1.1 points) and to a greater extent in Social Studies (by 6.2 points). • The percentage of Special Education students that were included in regular education classrooms for instruction (with supports) for at least 80% of the instructional day increased from 50.0% in 2006 to 65.0% in 2009.

Delaware Department of Education (DDOE) Title I – 1003g School Improvement Grant (SIG) Application

Lillian Lowery, Ed.D., Secretary of Education
Daniel Cruce, Esq., Deputy Secretary of Education/ Chief of Staff
Mike Jackson, Associate Secretary, Finance and Services
Michael Owens, Ed.D., Associate Secretary, College and Workforce Readiness
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Table of Contents

Abstract

1. Success Plan
2. General Information
 - 2.1. Team Members
 - 2.2. Program Selection
 - 2.3. Coordinator and Allocations
3. Schools to Be Served
4. Descriptive Information
5. Budget
6. Waivers
7. Certification of Compliance and Assurances

DOE Signatures

Abstract

The abstract is a brief, precise narrative summary of how this grant will impact the overall plan for continuous improvement, including goals and objectives, and should include:

- Major program outcomes
- The name(s) of school reform models, local innovations, and/or external supports,
- A brief description of activities supported by these funds,
- Time frames for implementation of these grant activities,
- The total amount of allocations, and
- The amount of funds requested, which must be equal to the total of funds requested on the summary budget page.

1. Success Plan

Mission Statement:

Vision Statement:

Student Needs Assessment

Staff and Community Needs Assessment

Goal

Objective

Strategy

Measure

Target

Team Members

2.0 General Information

2.1. Team Members

First Name	Last Name	Title	Email Address	Constituency
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2.2. Program Selection

Title I, Part A – 1003g

2.3. Coordinator and Allocations

LEA subgrants must be of sufficient size and scope to support activities under sections 116 and 117 of Title I, Part A and may not be less than \$50,000 or more than \$2,000,000 for each Title I school under improvement.

<u>Federal Program</u>	<u>Coordinator</u>	<u>Allocation</u>	<u>Program Subgrant Ending Date</u>
Title I, Part A – 1003g			

3.0 Schools to Be Served – example:

[5.3] 3.0 - Schools to Be Served

Read Only Mode

Section Completed:

[View Remaining Allocations](#)

School	NCES ID #	Tier	Intervention	Yr 1 Amt Rqt	Yr 2 Amt Rqt	Yr 3 Amt Rqt	Total Amt Rqt
Bedford Middle	6895	I	Turnaround	100000	100000	100000	300000
Castle Hills Elem	5874	II	Restart	100000	100000	100000	300000
Colwyck Elem	2654	I	Closure	100000	100000	100000	300000
Downie Elem	8921	III		50000	50000	50000	150000
Eisenberg Elem	7854	I	Restart	100000	100000	100000	300000
Leach Ex VocEd	8214	III		50000	50000	50000	150000
Leach School	9665	III		50000	50000	50000	150000
McCullough Middle	5823	II	Restart	100000	100000	100000	300000
New Castle School	5688	I	Transformation	100000	100000	100000	300000
Penn High							
Grand							

Funding	1003g
Administration Cost	50000
Audit Fee	0
Indirect Cost	225000
Total (LEA)	275000
Total (Schools)	2250000
Grand Total	2525000

4.0 Descriptive Information

A. 1. Identify the School Improvement Grant (SIG) Tier I and Tier II schools that are also identified for the State Partnership Zone.

A. 2. Describe the LEA capacity to use School Improvement Grant funds to provide adequate resources and supports to fully and effectively implement intervention models for all schools served under this application.

B. 1. If the LEA is not applying to serve all eligible Tier I and Tier II schools, provide clear and logical rationale for the schools it has chosen to serve and for the schools it has chosen not to serve. Include LEA staffing, fiscal, and other resource limitations (capacity constraints) for schools not served.

C. 1. Describe the actions the LEA has taken, or will take, to design and implement the School Improvement Grant (SIG) intervention model(s) chosen and to meet all federal SIG intervention model requirements.

D. 1. Describe the actions the LEA has taken, or will take, to align other resources with the School Improvement Grant (SIG) intervention model(s).

D. 2. Describe the actions the LEA has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the School Improvement Grant (SIG) intervention model(s) fully and effectively.

D. 3. Describe the actions the LEA has taken, or will take, to sustain the reforms after the funding period ends.

E. 1. If the Education Management Organization (EMO)/Charter Management Organization (CMO) management model is selected, provide evidence of the availability and quality of each EMO or CMO under consideration, including a evidence of interest from potential EMO or CMO partners.

F. 1. If the school closure model is selected, provide evidence that students will be enrolled in higher performing schools in the LEA (or LEA of residence in the case of charter schools).

G. 1. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

H. 1. Describe how the LEA consults with relevant stakeholders regarding this application and implementation of school improvement models in the LEA's Tier I and Tier II schools.

5.0 Budget

The LEA must provide a budget that indicates the amount of school improvement funds from this grant the LEA will use each year to-

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in this LEA application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

Classification	Account	Activity	Title I (1003G)	Total
Salaries / Employee Costs	Professional: Administration		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Professional: Instruction		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Pension Exempt Positions (including Substitutes, EPER, and others)		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Support Staff		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Students (with WC and UI)		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
Classification Total			\$0.00	\$0.00
Contracted Services	Fixed Charges		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Professional: Instruction		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
	Professional: Administration		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00
Classification Total			\$0.00	\$0.00
Travel	Professional: Instruction		\$0.00	\$0.00
		Account Total	\$0.00	\$0.00

		Title I (1003G)	Total
Travel	Professional: Administration	\$0.00	\$0.00
	Account Total	\$0.00	\$0.00
	Classification Total	\$0.00	\$0.00
Supplies and Materials	Professional: Instruction	\$0.00	\$0.00
	Account Total	\$0.00	\$0.00
	Professional: Administration	\$0.00	\$0.00
	Account Total	\$0.00	\$0.00
	Classification Total	\$0.00	\$0.00
	Classification Total	\$0.00	\$0.00
Capital Outlay	Maintenance of Plant	\$0.00	\$0.00
	Account Total	\$0.00	\$0.00
	Capital Outlay	\$0.00	\$0.00
	Account Total	\$0.00	\$0.00
	Classification Total	\$0.00	\$0.00
	Federal	\$0.00	\$0.00
	* - Allow Indirect Cost Total		

DELAWARE DEPARTMENT OF EDUCATION
ASMINISTRATIVE SERVICE BRANCH

BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Business Mgr. initials when submitted as an Application Budget: _____

CHECK ONE:

APPLICATION BUDGET SUMMARY:

SUBMIT EXPENDITURE REPORT TO:

or EXPENDITURE REPORTS:

Program Manager who signed the Notification of Subgrant Award

Annual But Not Final _____ Final Report _____

AGENCY: Unknown

PROJECT BUDGET PERIOD

PROJECT TITLE: Title I (1003G)

BEGINNING: #Error

GRANT NUMBER: _____

ENDING: 12/31/2010

FUND & LINE: _____

Ind Cost 1st Yr: Ind _____
Cost 2nd Yr: 0.00
Number Exceeds: 0.00

PERIOD COVERED BY REPORT: _____
(Complete for Expenditure Report Only)
TO _____

EXPENDITURE ACCOUNTS

EXPENDITURE CLASSIFICATION

Classification		Salaries / Employee Costs	Contracted Services	Travel	Supplies and Materials	Indirect Costs	Capital Outlay	Total Expenditures	Total Budget
Account	Acct. No								
Administration	100								
Instruction	200								
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700								
Fixed Charges	800								
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
Total Expenditures	19000								
Total Budget									

CHIEF OFFICER: User, District

DATE: 1/27/2010

PERSON COMPLETING REPORT: _____

(Signature required only when submitted as an Annual or Final Report)

6.0 Waivers

7.0

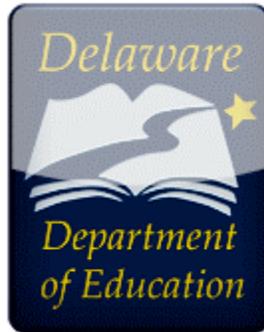
The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.]
- Starting over in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model
- Implementing a schoolwide program in a Tier I or a Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.]

DOE Signatures

Title I 1003(g) SIG

Grant Overview, FAQ's and Step-By-Step Instructions on How to Apply



Prepared by the Delaware Department of Education
January 2010

Revised June 2010

Table of Contents

1. Title I 1003(g) SIG General Overview	Pages 3-4
2. Title I 1003(g) SIG Timeline	Pages 4-5
3. Availability of Funds	Page 5
4. The Method the SEA used to Determine Eligible Schools	Pages 5-6
5. Determining an Intervention Model	Pages 7
6. SEA Grant Review Process	Page 8
7. Frequently Asked Questions	Pages 8-18
8. Step-By-Step Grant Instructions	Pages 19-36

Title I 1003(g) SIG Overview

Title I 1003(g) SIG was authorized under the Elementary and Secondary Education Act of 1965 (Title I or ESEA) to provide grants to State Education Agencies (SEAs) to distribute to Local Education Agencies (LEAs) and are specifically designed to target the state's persistently lowest achieving schools. The grants are intended to provide adequate resources in order to substantially raise achievement of the students in these schools.

Title I 1003(g) SIG funds are limited; therefore, the SEA was required to identify its persistently lowest achieving schools based on 1) a school's proficiency on the State's assessment, 2) the school's lack of progress on the assessments over a number of years, and 3) the school's graduation rate over a number of years. Once the SEA identified these schools, the SEA was required to rank the schools into "tiers" to develop a list of eligible schools of which LEAs may apply for funds. (See Attachment A for a list of eligible schools and their associated tiers). The section of this guidance titled "The Methods the SEA used to Determine Eligible Schools" provides an overview of the criteria used to determine each tier.

LEAs may apply for funds for any of the schools the SEA has identified as eligible. LEAs will, however, have certain parameters to follow when choosing which schools to serve. As required by the new state regulations, schools identified to participate in the state's "Partnership Zones", as defined by Race To The Top, must be served with Title I 1003(g) SIG funds. In addition, the LEA must serve at least one Tier I or Tier II school (unless the LEA has no Tier I or Tier II schools) within the LEA. An LEA may choose not to serve any of the above schools only if it can provide a clear and logical rationale for why it does not have the capacity to serve these schools, including LEA staffing, fiscal, and other resource limitations.

LEAs will be asked to choose among a pre-determined list of intervention models that it commits to implement in its Tier I and Tier II schools over a period of one to three years (depending on the model chosen) using the Title I 1003(g) SIG funds. The interventions the LEA must choose from include turning around the school, restarting the school, closing the school, or transforming the school. Each model has specific requirements which are defined in greater detail in the section below titled "Determining and Intervention Model".

LEAs will be asked a variety of questions in the application regarding how and why the LEA chose particular schools and their interventions, how it will implement the interventions, and how the LEA intends to use its requested budget to implement each intervention. Each LEA

application will also need to include an amended LEA Success Plan including a separate Title I 1003(g) SIG goal for each intervention chosen and identification of specific school needs, objectives, formative and summative progress measures and targets, and strategies directly related to the goal. In addition, LEAs applying for Title I 1003(g) SIG funds for schools that do not fall into the state's Partnership Zone, as defined by Race To The Top, will be required to develop and submit project management plans through the web-based Education Success Planning and Evaluation System. Project management plans must be submitted within 30 business days after the LEA receives notification of grant award.

SEAs are required to promptly review LEA applications and prioritize the distribution of funds to schools based on a) the greatest need for such funds and b) the strongest commitment to ensuring the funds are used to substantially raise student achievement. The SEA is also required to give priority to LEAs that apply to serve Tier I and Tier II schools. An SEA, therefore, cannot award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the state that its LEAs have committed to serve. The SEA will also give priority to LEAs choosing to serve Tier III schools using one of the four pre-determined intervention models over LEAs choosing to serve Tier III schools not using one of the four pre-determined intervention models.

Title I 1003(g) SIG Timeline

1. The Title I 1003(g) SIG Application will open upon approval of the state plan.
2. Applications will be due to the SEA 20 working days after the application is opened.
3. SEA reviews and comments on applications within 5 business days of submission.
4. If applications require revisions, LEAs have 7 business days to revise the applications.
5. SEA will review revisions within 3 business days of receiving revised applications.
6. If application is approvable, it will be submitted to the Associate Secretary for College and Career Readiness and the Secretary of Education. If the grant is signed, all funds will be loaded to the LEA, and the LEA will be notified of the grant award within 5 days of the Secretary's approval.

7. If the application is not approved by the Associate Secretary or the Secretary of Education, LEAs will have 3 business days to revise and resubmit. The process will then revert back to step 5 above.

Availability of Funds

The State of Delaware Department of Education has received \$1,626,978 in regular FY 10 Title I 1003(g) SIG funds and \$8,948,688 in ARRA Title I 1003(g) SIG funds for a total grant award of \$10,575,666. The SEA will set aside \$528,783 for state administration costs (5 percent of the total allocation) and will allocate the remaining 95 percent to eligible LEAs. LEAs may not apply for 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. Funds will be available for up to three years but the majority of funds will need to be expended in Year I of the grant. An LEA can apply once for each school as there will be no continuation grants awarded.

The Method the SEA used to Determine Eligible Schools

The SEA was required to rank its “persistently lowest achieving schools” to determine which schools would be eligible for funds. In order to do so, the SEA reviewed the following data to develop its list of eligible schools: 1) the academic achievement of the "all students" subgroup in each school in terms of proficiency on the assessments in reading and mathematics, 2) the school's lack of progress on those assessments over a period of three school years (2007, 2008, and 2009) in the "all students" subgroup, and 3) the school’s graduation rate for 2007, 2008, and 2009.

As required by the Title I 1003(g) SIG guidelines, the SEA then developed a set of tiers to rank schools. The SEA determined that its persistently lowest achieving schools could fall into three tiers as follows:

- Tier I: Any Title I school in improvement, corrective action, or restructuring that:
- (a) is among the lowest achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

- (b) is a high school that has had a graduation rate that is less than 60 percent for two of the last three years. Graduation rate is defined as the percentage of students measured from the beginning of high school who graduate from high school with a regular diploma (not including an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED) in the standard number of years.

Tier II: Any secondary school that is eligible for, but does not receive, Title I funds that:

- (a) is among the lowest achieving five percent of secondary schools or the lowest achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (b) is a high school that has had a graduation rate that is less than 60 percent for two of the last three years. Graduation rate is defined as the percentage of students measured from the beginning of high school who graduate from high school with a regular diploma (not including an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED) in the standard number of years.

According to new state regulations, secondary schools are defined as schools with a grade configuration including any of the following; grade 6, grade 7, grade 8, grade 9, grade 10, grade 11, or grade 12. However, a school that includes grade 6 may be considered an Elementary School or Middle School.

Tier III: Title I schools in improvement, corrective action, or restructuring that are not in Tier I.

In addition to the requirements listed above, the SEA has determined that for purposes of this grant, a school must have a poverty rate of 35 percent or higher to be considered Title I eligible. The SEA was also not permitted to exclude any schools, so any Title I eligible schools that get an accountability rating were also included. Based on the above listed criteria, Delaware has five schools that fall into Tier I, six schools that fall into Tier II, and fifteen schools that fall into Tier III.

See Attachment A for a list of eligible schools.

Determining an Intervention Model

LEAs applying for Title I 1003(g) SIG funds must identify which intervention models it will implement in each of its eligible Tier I and Tier II schools. The LEA must choose among the following four intervention models.

Turnaround model: Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

Restart model: Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School closure: Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

Transformation model: Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

More information on each of the models is available from the following website:

<http://www2.ed.gov/policy/gen/leg/recovery/programs.html>

NOTE: LEAs are not required to choose among the designated intervention models for Tier III schools it commits to serve; however, the LEA must identify the services the school will receive of the activities the school will implement. If an LEA chooses not to serve an eligible Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

SEA Grant Review Process

All LEA applications will be reviewed by a team of DEDOE staff members including those responsible for Title I, school improvement, accountability, Partnership Zone schools, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. Each section of the grant will be reviewed using a specific set of evaluation criteria.

Frequently Asked Questions

The following are excerpts from the USED Non-regulatory guidance on Title I 1003(g) SIG revised January 20, 2010. The entire guidance document can be accessed at the following link:

<http://www2.ed.gov/programs/sif/faq.html>

DEDOE comments are in blue text.

H-1. Which LEAs may apply for a Title I 1003(g) SIG grant?

An LEA that receives Title I, Part A funds and that has one or more Tier I, Tier II, or Tier III schools may apply for a Title I 1003(g) SIG grant. See section II.A.1 of the final requirements. Note that an LEA that is in improvement but that does not have any Tier I, Tier II, or Tier III schools is not eligible to receive Title I 1003(g) SIG funds.

LEAs with schools listed on the attached document may apply for Title I 1003(g) SIG funds for one or more of its listed schools. LEAs choosing not to serve any Tier I schools must explain why the LEA lacks the capacity to serve all of its Tier I schools in the application.

H-2. May an educational service agency apply for a Title I 1003(g) SIG grant on behalf of one or more LEAs?

Only LEAs are eligible to apply to an SEA for a Title I 1003(g) SIG grant. An educational service agency (ESA) may apply for a Title I 1003(g) SIG grant on behalf of one or more LEAs if the ESA is itself an LEA under the definition in section 9101(26) of the ESEA and each LEA for whom the ESA is applying receives Title I, Part A funds and has at least one Tier I, Tier II, or Tier III school. Moreover, the ESA must have the authority and capability to implement the whole-school intervention models required in the final requirements in Tier I and Tier II schools in the LEAs for which it applies to serve.

Delaware's SEA cannot apply for Title I 1003(g) SIG grants on behalf of an LEA.

H-3. Must an LEA that previously submitted an approved Title I 1003(g) SIG application that is eligible for renewal submit a new application for FY 2009 funds?

Yes. Any LEA seeking Title I 1003(g) SIG funds appropriated for FY 2009 or any subsequent year must submit a new application that meets the final requirements. Accordingly, the timeline for renewal will start anew with the approval of an LEA's application for FY 2009 funds (*i.e.*, the 2010–2011 school year will be the first year of the grant, which may be renewed for the 2011–2012 and 2012–2013 school years).

Eligible LEAs must submit new applications using the new Title I 1003(g) SIG application tool available through DDOE Single Sign On in the Education Success Planning and Evaluation system for 2009-2010 Title I 1003(g) SIG grant funds.

H-4. What must an LEA include in its application to the SEA for Title I 1003(g) SIG funds?

In addition to any other information that the SEA may require, the LEA must:

- (1) Identify the Tier I, Tier II, and Tier III schools the LEA commits to serve;
- (2) Identify the school intervention model the LEA will implement in each Tier I and Tier II school it commits to serve;
- (3) For each Tier I and Tier II school that the LEA commits to serve, demonstrate that the LEA--
 - Has analyzed the needs of each school and selected an intervention for each school.
 - Has the capacity to enable each school to implement, fully and effectively, the required activities of the school intervention model it has selected;
- (4) If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school;
- (5) Describe actions it has taken, or will take, to:
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends;
- (6) Include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application;
- (7) Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive Title I 1003(g) SIG funds;

- (8) For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement;
- (9) Describe the goals the LEA has established to hold accountable the Tier III schools it serves with Title I 1003(g) SIG funds;
- (10) Include a budget indicating the amount of Title I 1003(g) SIG funds the LEA will use to--
 - a) Implement the selected school intervention model in each Tier I and Tier II school it commits to serve;
 - b) Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - c) Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application;
- (11) Consult with relevant stakeholders, as appropriate, regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools;
- (12) Include the required assurances; and
- (13) Indicate any waivers that the LEA will implement with respect to its Title I 1003(g) SIG funds.

See generally sections II.A.2, II.A.4, and II.A.5 of the final requirements.

Delaware's new Title I 1003(g) SIG grant application requires LEAs to respond to each of the above listed requirements. In addition to the requirements above, Each LEA application will also need to include an amended LEA Success Plan including a separate Title I 1003(g) SIG goal for each intervention chosen and identification of specific school needs, objectives, formative and summative progress measures and targets, and strategies directly related to the goal.

LEAs applying for Title I 1003(g) SIG funds for schools that do not fall into the state's Partnership Zone will be required to develop and submit project management plans through the web-based Education Success Planning and Evaluation System. Project management plans must be submitted within 30 business days after the LEA receives notification of grant award.

The SEA has applied for the following waivers: To extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013; to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline; to waive the 40 percent poverty eligibility threshold to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold; and to waive the definition in section I.A.3 of the

final requirements in order to apply a “minimum n” of 30 below which the SEA would not identify a school for Tier I or Tier II proficiency calculations and annual graduation rate calculations.

H-5. Must an LEA identify every Tier I, Tier II, and Tier III school located within the LEA in its application for Title I 1003(g) SIG funds?

No, an LEA need not identify every Tier I, Tier II, and Tier III school located within the LEA in its application; the LEA need only identify the Tier I, Tier II, and Tier III schools that it commits to serve with Title I 1003(g) SIG funds.

H-6. Must an LEA commit to serve every Tier I school located within the LEA?

An LEA that applies for a Title I 1003(g) SIG grant must serve each of its Tier I schools—including both Tier I schools that are among the State’s persistently lowest-achieving schools and Tier I schools that are newly eligible to receive Title I 1003(g) SIG funds that the SEA has identified as Tier I schools—using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. See section II.A.3 of the final requirements.

LEAs must commit to serve every school listed as Tier I unless it can demonstrate that it lacks sufficient capacity to do so (see H-7).

H-7. How might an LEA demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools?

An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools (see H-9). An LEA may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.

H-8. Is an LEA obligated to serve its Tier II schools?

No. Each LEA retains the discretion to determine whether it will serve any or all of its Tier II schools. Moreover, although an LEA must serve all of its Tier I schools unless it lacks sufficient capacity to do so, an LEA has the choice to serve only a portion of its Tier II schools.

H-9. May an LEA take into account whether it will serve one or more of its Tier II schools in determining its capacity to serve its Tier I schools?

Yes. An LEA must serve all of its Tier I schools if it has the capacity to do so. However, an LEA may take into consideration, in determining its capacity, whether it also plans to serve one or more Tier II schools. In other words, an LEA with capacity to serve only a portion of its Tier I and Tier II schools may serve some of each set of schools; it does not necessarily have to

expend its capacity to serve all of its Tier I schools before serving any Tier II schools. See section II.A.3 of the final requirements.

H-10. May an LEA commit to serving only its Tier II schools?

Yes. Even an LEA that has one or more Tier I schools may commit to serving only its Tier II schools. In particular, an LEA that has one or more Tier I schools may commit to serving only its Tier II schools if serving those schools will result in a lack of capacity to serve any Tier I schools (see H-9).

H-11. May an LEA commit to serving only its Tier III schools?

Only an LEA that has no Tier I schools may commit to serving only Tier III schools. See section II.A.7 of the final requirements. This means that an LEA that has Tier II schools, but no Tier I schools, may commit to serve only its Tier III schools. Note, however, that in awarding Title I 1003(g) SIG funds, an SEA must give priority to an LEA that commits to serve Tier I or Tier II schools over an LEA that commits to serve only Tier III schools (see I-7).

H-12. May an LEA commit to serving only a portion of its Tier III schools?

Yes. Just as an LEA has discretion with respect to whether it will serve any Tier II schools and, if so, which ones, an LEA retains discretion with respect to whether it will serve its Tier III schools and, if so, whether it will serve all, only a portion, or any of those schools. Although the final requirements do not impose any restrictions with respect to which Tier III schools an LEA may choose to serve, an SEA may impose requirements that distinguish among Tier III schools (see I-11). An LEA should review its SEA’s requirements carefully before determining which, if any, Tier III schools it will commit to serve in its application.

H-13. How do the requirements and limitations described in H-6 through H-12 work together to guide an LEA’s determination of which schools it must commit to serve with Title I 1003(g) SIG funds?

The following chart summarizes how the requirements and limitations described in H-6 through H-12 work together to guide an LEA’s determination of which schools it must commit to serve with Title I 1003(g) SIG funds:

If an LEA has one or more . . .	In order to get Title I 1003(g) 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 ¹
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

H-14. If an LEA wishes to serve a Tier III school, must it provide Title I 1003(g) SIG funds directly to the school?

No. An LEA may “serve” a Tier III school by providing services that provide a direct benefit to the school. Accordingly, a Tier III school that an LEA commits to serve must receive some tangible benefit from the LEA’s use of Title I 1003(g) SIG funds, the value of which can be determined by the LEA, but the school need not actually receive Title I 1003(g) SIG funds. For example, an LEA might use a portion of its Title I 1003(g) SIG funds at the district level to hire an outside expert to help Tier III schools examine their achievement data and determine what school improvement activities to provide based on that data analysis. Similarly, an LEA might provide professional development at the district level to all or a subset of its Tier III schools.

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 use to serve its Tier I schools in order to serve Tier II schools.

H-15. Are there any particular school improvement strategies that an LEA must implement in its Tier III schools?

No. An LEA has flexibility to choose the strategies it will implement in the Tier III schools it commits to serve. Of course, the strategies the LEA selects should be research-based and designed to address the particular needs of the Tier III schools.

H-16. May an LEA use Title I 1003(g) SIG funds to continue to implement school improvement strategies that do not meet the requirements of one of the four models but that have helped improve achievement in the LEA?

Yes. An LEA may use Title I 1003(g) SIG funds for these activities in Tier III schools or may add them to the school intervention models in Tier I or Tier II schools, to the extent they are consistent with the requirements of those models. The LEA may also use other sources of funds, such as school improvement funds it receives under section 1003(a) of the ESEA or under Title I, Part A, for these other strategies.

H-17. May an LEA implement several of the school intervention models among the Tier I and Tier II schools it commits to serve?

Generally, yes. An LEA may use whatever mix of school intervention models it determines is appropriate. However, if an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools (see H-21).

H-18. How can an LEA demonstrate that it has the capacity to use Title I 1003(g) SIG funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four school intervention models?

An LEA can demonstrate that it has the capacity to use Title I 1003(g) SIG funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve by addressing a number of matters. For example, the LEA might emphasize the credentials of staff who have the capability to implement one of the school intervention models. The LEA might also indicate its ability to recruit new principals to implement the turnaround and transformation models or the availability of CMOs and EMOs it could enlist to implement the restart model. The LEA might also indicate the support of its teachers' union with respect to the staffing and teacher evaluation requirements in the turnaround and transformation models, the commitment of its school board to eliminate any barriers and to facilitate full and effective implementation of the models, and the support of staff and parents in schools to be served. In addition, the LEA should indicate through the timeline required in its application that it has the ability to get the basic elements of its selected models up and running by the beginning of the 2010–2011 school year.

H-19. How can an LEA use “external providers” to turn around its persistently lowest-achieving schools?

The most specific way an LEA can use “external providers” is to contract with a charter school operator, a CMO, or an EMO to implement the restart model in a Tier I or Tier II school. The

LEA might also contract with a turnaround organization to assist it in implementing the turnaround model. The LEA might also use external providers to provide technical expertise in implementing a variety of components of the school intervention models, such as helping a school evaluate its data and determine what changes are needed based on those data; providing job-embedded professional development; designing an equitable teacher and principal evaluation system that relies on student achievement; and creating safe school environments that meet students' social, emotional, and health needs.

H-20. What are examples of “other resources” an LEA might align with the interventions it commits to implement using Title I 1003(g) SIG funds?

An LEA might use a number of other resources, in addition to its Title I 1003(g) SIG funds, to implement the school intervention models in the final requirements. For example, an LEA might use school improvement funds it receives under section 1003(a) of the ESEA or Title I, Part A funds it received under the ARRA. The LEA might also use its general Title I, Part A funds as well as funds it receives under other ESEA authorities, such as Title II, Part A, which it could use for recruiting high-quality teachers, or Title III, Part A, which it could use to improve the English proficiency of LEP students.

H-21. What is the cap on the number of schools in which an LEA may implement the transformation model and to which LEAs does it apply?

An LEA with nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools. See section II.A.2(b) of the final requirements. Given that the cap only applies to an LEA with nine or more Tier I and Tier II schools, an LEA with, for example, four Tier I schools and four Tier II schools, for a total of eight Tier I and Tier II schools, would not be impacted by the cap. However, an LEA with, for example, seven Tier I schools and two Tier II schools, for a total of nine Tier I and Tier II schools, would be impacted by the cap. Thus, continuing the prior example, the LEA with seven Tier I schools and two Tier II schools would be able to implement the transformation model in no more than four of those schools. This limitation applies irrespective of whether the Tier I or Tier II schools an LEA applies to serve are among the State's persistently lowest-achieving schools or whether they are newly eligible schools identified as Tier I or Tier II schools at the State's option.

H-22. If an LEA lacks capacity to implement any of the four interventions in all of its Tier I schools, may it apply for Title I 1003(g) SIG funds to provide other services to some of its Tier I schools?

No. The only services an LEA may provide to a Tier I school using Title I 1003(g) SIG funds are services entailed in the implementation of one of the four interventions described in the final requirements (*i.e.*, turnaround model, restart model, school closure, or transformation model). If an LEA lacks capacity to implement one of those models in some or all of its Tier I schools, the LEA may not use any Title I 1003(g) SIG funds in those schools. See section II.A.3 of the final requirements.

H-23. May an LEA use Title I 1003(g) SIG funds to serve a school that feeds into a Tier I, Tier II, or Tier III school, but is not itself a Tier I, Tier II, or Tier III school?

No. Only a school that is a Tier I, Tier II, or Tier III school may be served with TITLE I 1003(G) SIG funds. See section II.A.1 of the final requirements.

H-24. What criteria must an LEA use to monitor each Tier I and Tier II school that receives Title I 1003(g) SIG funds?

An LEA must monitor each Tier I and Tier II school that receives Title I 1003(g) SIG funds to determine whether the school:

- (1) Is meeting annual goals established by the LEA for student achievement on the State’s ESEA assessments in both reading/language arts and mathematics; and
- (2) Is making progress on the leading indicators described in the final requirements.

See section II.A.8 of the final requirements.

H-25. What are examples of the annual goals for student achievement that an LEA must establish for its Tier I and Tier II schools?

An LEA must establish annual goals for student achievement on the State’s ESEA assessments in both reading/language arts and mathematics that it will use to monitor each Tier I and Tier II school that receives Title I 1003(g) SIG funds. See section II.A.8 of the final requirements. Annual goals that an LEA could set might include making at least one year’s progress in reading/language arts and mathematics; reducing the percentage of students who are non-proficient on the State’s reading/language arts and mathematics assessments by 10 percent or more from the prior year; or meeting the goals the State establishes in its Race to the Top application.

Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA. In other words, each LEA receiving Title I 1003(g) SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA’s annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA.

H-26. What are examples of the goals an LEA must establish to hold accountable the Tier III schools it serves with Title I 1003(g) SIG funds?

An LEA must establish, and the SEA must approve, goals to hold accountable the Tier III schools it serves with Title I 1003(g) SIG funds (see section II.C(a) of the final requirements), although the LEA has discretion in establishing those goals. For example, the LEA might establish for its Tier III schools the same student achievement goals that it establishes for its Tier I and Tier II schools, or it might establish for its Tier III schools goals that align with the already

existing AYP requirements, such as meeting the State’s annual measurable objectives or making AYP through safe harbor. Note that the goals that the LEA establishes must be approved by the SEA.

H-27. What are the leading indicators that will be used to hold schools receiving Title I 1003(g) SIG funds accountable?

The following metrics constitute the leading indicators for the Title I 1003(g) SIG program:

- (1) Number of minutes within the school year;
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- (3) Dropout rate;
- (4) Student attendance rate;
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- (6) Discipline incidents;
- (7) Truants;
- (8) Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
- (9) Teacher attendance rate.

See section III.A of the final requirements.

The following are excerpts from the USED addendum to the Non-regulatory guidance on Title I 1003(g) SIG revised February 2, 2010. The addendum can be accessed at the following link:

<http://www2.ed.gov/programs/sif/faq.html>

5. Please confirm which schools may implement a waiver to “start over” the accountability timeline if implementing a turnaround or restart model.

Response: Under section I.B.2 of the final requirements, the Department invited an SEA to seek a waiver of the school improvement timeline in section 1116(b)(12) for any Title I school in improvement, corrective action, or restructuring that is identified as a Tier I or Tier II school and

that implements a turnaround or restart model. As a result, if an SEA (or LEA if its SEA does not apply for a waiver) receives such a waiver, any Tier I or Tier II school that receives both Title I, Part A and SIG funds and is located in the SEA (or LEA) may implement the waiver to “start over” in the school improvement timeline. In seeking a waiver, an SEA (or LEA) also may apply to implement the waiver with regard to a Title I school in improvement, corrective action, or restructuring that is identified in Tier III and is implementing the turnaround or restart model with SIG funds. Note that Tier I and Tier II schools that do not receive Title I, Part A funds are not subject to the school improvement timeline in section 1116(b)(12) and therefore do not need the benefit of a waiver.

6. In implementing the transformation model in an eligible school, may an LEA gather data during the first year of SIG funding on student growth, multiple observation-based assessments of performance, and ongoing collections of professional practice reflective of student achievement, and then remove staff members who have not improved their professional practice at the end of that first year?

Response: Yes. Although we expect an LEA that receives SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model beginning in the 2010-2011 school year, we recognize that certain components of the model may need to be implemented later in that process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process. (See E-3, E-4, and F-2 in the *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965*.)

Step-by-Step Grant Instructions

Step 1: Accessing the Title I 1003(g) SIG Grant

Registration for Delaware Single Sign-On

Before logging on to the Title I 1003 (g) SIG Grant for the first time, you will need a User Name and Password. The Title I 1003(g) SIG Grant is part of the Education Success Planning & Evaluation System (ESPES) and is accessed through the Delaware Department of Education's Single Sign-On (DDOESSO) system.

You may register for a Single Sign-on account by accessing the DDOESSO page at the following link: <https://login.doe.k12.de.us/DDOESSO>. The following screen will appear. To request an account choose Request Account

Single Sign-On

SignOn ID

Password

Remember My SignOn ID

[Forgot Password](#) | [Request Account](#) | [Contact Us](#)

Authorized Users Only

only by employees of the Department of Education (DOE) and its authorized clients. To protect the system from unauthorized or inappropriate use and to ensure that it is functioning monitored by system administrators at the DOE. By using this system, you expressly consent to such monitoring and waive any privacy claim. Unauthorized or inappropriate use may access to the system. Evidence of possible criminal activity will be disclosed to the appropriate law enforcement agency. Anyone using this system expressly consents to comply with the system's acceptable use policy. Violation of this policy may result in termination of access to the system and, in the case of employees of the DOE, disciplinary action up to and including

The following screen will appear. Complete the required information and hit submit.

The screenshot shows a web form titled "Request New Account". The form contains the following fields and options:

- Email:** A text input field with the placeholder text "Please enter a valid email address".
- First Name:** A text input field.
- Last Name:** A text input field.
- Middle Name:** A text input field.
- District:** A dropdown menu with the text "Select District".
- School:** A dropdown menu with the text "Select School".
- What is your birthday?:** A text input field.
- What is the last four digit of your SSN?:** A text input field.
- Additional Security Question:** A dropdown menu with the text "What color was your first car?".
- Additional Answer:** A text input field with the placeholder text "Choice from any question above".
- Security Word:** A CAPTCHA image showing the letters "n n m w d d" with a refresh button and a "Please enter the Security Word above" text input field.

Step 2: Accessing the Title I 1003(g) SIG Grant

Accessing the Title I 1003(g) SIG Grant from the DDOESSO web site takes three steps:

1. Go to the following URL: <https://login.doe.k12.de.us/DDOESSO>). You will see the DDOE Single SignOn page. You will be prompted to enter your SignOn ID (your email address) and your password.

The screenshot shows a web form titled "Single Sign-On". The form contains the following fields and options:

- SignOn ID:** A text input field with the placeholder text "Please enter a valid email address".
- Password:** A text input field.
- Remember My SignOn ID
- SignOn:** A button.

Below the form are three links: [Forgot Password](#) | [Request Account](#) | [Contact Us](#)

At the bottom of the page, there is a footer that reads "Authorized Users Only" and a disclaimer: "This system is owned and operated by employees of the Department of Education (DOE) and its authorized clients. To protect the system from unauthorized or inappropriate use and to ensure that it is functioning properly, the system is monitored by system administrators at the DOE. By using this system, you expressly consent to such monitoring and waive any privacy claim. Unauthorized or inappropriate use may result in denial of access to the system. Evidence of possible criminal activity will be disclosed to the appropriate law enforcement agency. Anyone using this system expressly consents to comply with the DOE's acceptable use policy. Violation of this policy may result in termination of access to the system and, in the case of employees of the DOE, disciplinary action up to and including termination of employment."

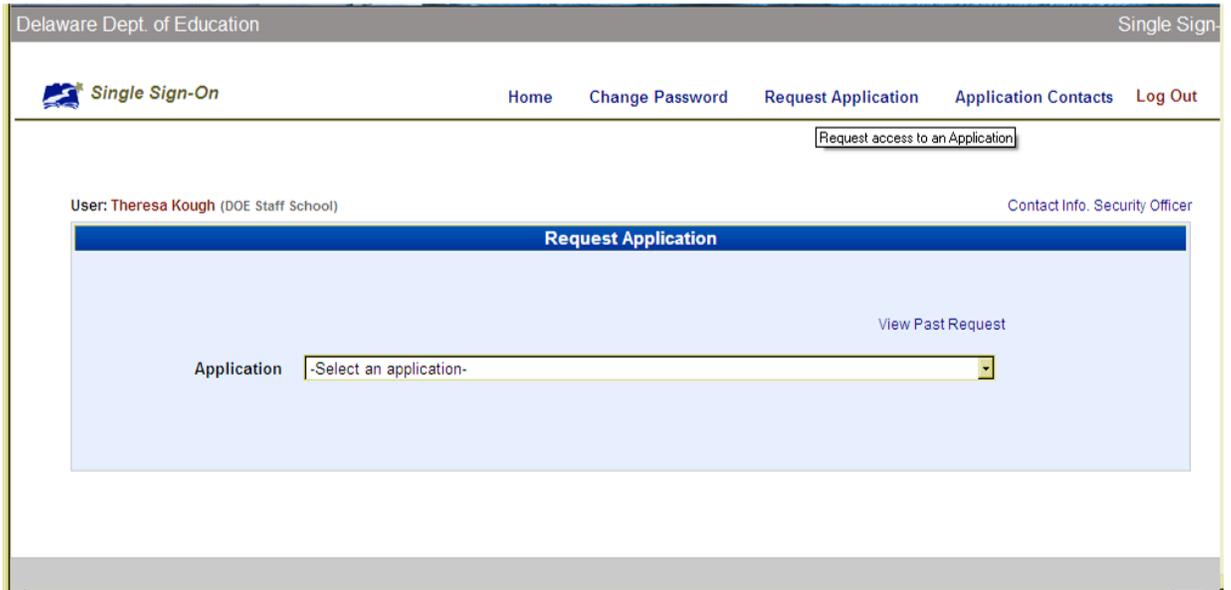
Step 3: Choosing the Education Success Planning & Evaluation System (ESPES)

Your DDOESSO homepage will list all applications you are authorized to use. If you are only authorized to use the ESPES system, then only ESPES will be listed. Click on ESPES.

Application	Description
Correlates of Achievement v3	This application is used for the school improvement and serves as a decision support tool for Delaware school leaders. The system offers point and click queries on school level factors such as curriculum rigor, teacher preparation, class size, student engagement, some of the DSTP queries, suspension data and high school student's attendance at Delaware institutions of Higher Education
Delaware Educator Data System (DEEDS)	This is a system used by the Department to manage the teacher certification process which includes certification application, course evaluation, and issuance of teacher certificates. This is a public application which allows potential teachers to apply for a certificate to teach in a Delaware School. The application additionally allows current Delaware teachers to maintain their certificates by updating their Professional Development and additional educational experiences on-line through the DEE
Delaware Student Information System (DELSIS)	An on-line student information system designed to allow Delaware public school administrators instant access to basic student information for both the current and past school years. The key feature of this system is generation of a unique student ID that gives the ability to track students throughout their Delaware school career. Tied to Pentamation Pupil Accounting System Data Mart, DSS for Pentamation. Implemented in 2000, updated 2002.
Delaware Student Testing Program Online Reports v9 (DSTP-OR v9)	This application is used by DOE, District, and School staff. It allows DOE Staff to print or display DSTP test booklet images in order to accommodate school or parent test reviews and challenges regarding student performance
Education Success Planning & Evaluation System (ESPES)	This application allows designated district and school staff to better align actions with resources resulting in improved outcomes for all students. The system is intended to improve communication among the organization's staff and constituents and provide a dynamic structure to put the strategic plan into action. The major components of this dynamic system are Planning, Resource Allocation, Evaluation, and Monitoring
Instructional Unit Processing System (IUPS)	This application allows designated users to submit an instructional unit to the Department of Education for jury review by peers
Professional Development Management System Powered by True North Logic	The Professional Development Management System (PDMS) is currently being used to track and manage the professional development clusters and recent professional development opportunities provided by the Department of Education.

Step 3: Choosing the Education Success Planning & Evaluation System (ESPES) *Continued*

If you have a single sign-on account and need to get access to the Education Success Planning & Evaluation System, choose “Request Application”. The following screen will appear. Use the drop down button. Select Education Success Planning and Evaluation System from the pick list.

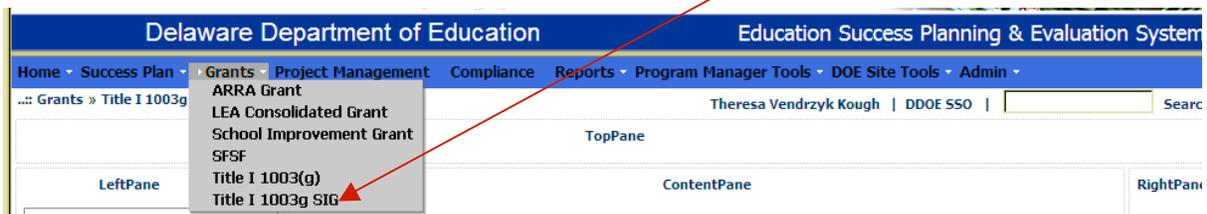


Step 4: Choosing the Title I 1003(g) SIG Grant

Click on Grant tab



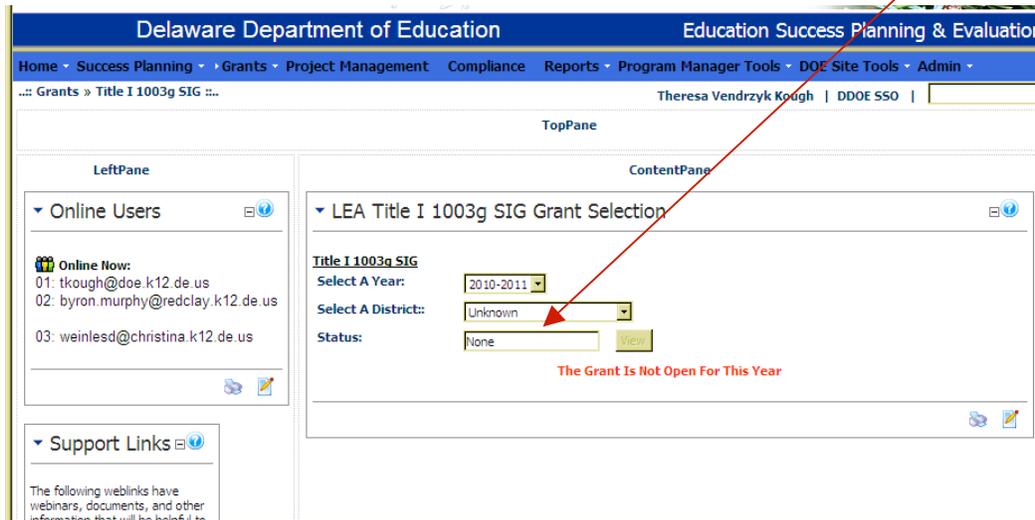
The following screen will appear: Click Title I 1003(g) SIG Grant



Step 5: Using Title I 1003(g) SIG Grant

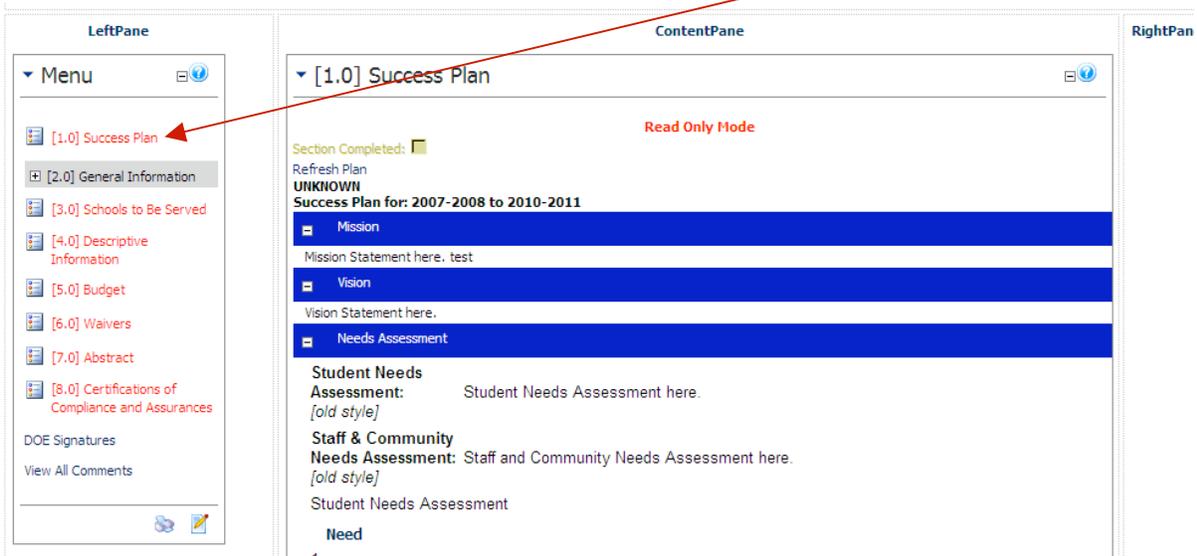
After you click on Title I 1003(g) SIG, the following screen will appear. Select the year.

Unknown is selected for demonstration purposes. **Reminder:** remember to check the Section Completed box when finished with each section of the grant. The grant will not be able to be submitted unless all sections are marked complete. When the Section Completed box is checked, the item in the menu (far left) will turn green.



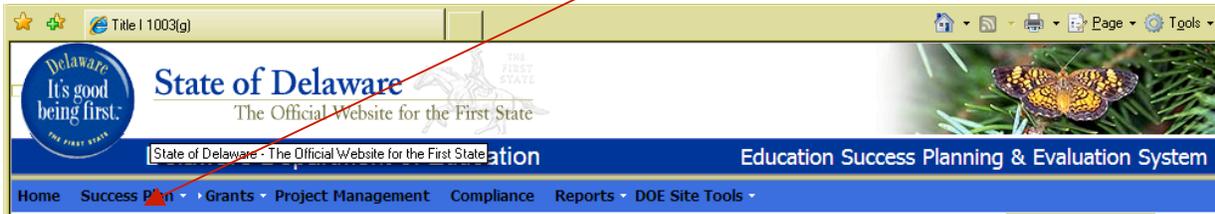
Step 6: Navigating through the Title I 1003(g) SIG Grant

The new Title I 1003(g) SIG grant application uses the same common layout that is used for the Success Plan and the Consolidated Application. The sections for the Title I 1003(g) SIG grant are on the left. Each section must be completed. **Reminder:** Section 1.0 Success Plan is only a copy of your current success plan.



To make changes to the current success plan, go back to the main menu and select “Success Plan”. From this menu you may edit the current success plan or add new goals.

Reminder: Each LEA application will need to include an amended LEA Success Plan including a separate Title I 1003(g) SIG goal for each intervention chosen and identification of specific school needs, objectives, formative and summative progress measures and targets, and strategies directly related to the goal.



1003(g) Success Plan Guidance

1. The LEA must amend their Success Plan (the LEA existing plan remains).
2. The LEA Success Plan must include an additional goal for each intervention selected.
 - a. Turnaround
 - b. Restart
 - c. Closure
 - d. Transformation
3. The intervention must be beyond what the school(s) is already doing.
4. The new goal must include objectives, measures, and strategies directly related to the goal on the selected intervention.
5. There must be a separate objective for each school. A school may have more than one objective, but an objective may not address more than one school.
6. Specific steps to amend the LEA Success Plan.
 - a. Add a new goal (one per intervention).
 - b. Add specific objectives (per school) linked to intervention.
 - c. Identify specific measures and targets.
 - i. Must include formative measures.
 - ii. Must include summative measures.
 - iii. Measures must be tied to AYP targets missed and objectives.
 - d. Identify specific strategies tied to specific need(s), goal, and objectives.
7. LEA responsibilities.
 - e. Ensure objectives are measurable.
 - f. Set realistic targets.
 - g. Ensure strategies are research based.
 - h. Oversee implementation of new goal, objectives, and strategies.

- i. Monitor progress during plan implementation using formative measures.
- j. Adjust plan as needed based on formative results.
- k. Monitor progress at the end of year one implementation using summative measures.

Step 7: Section 2.0 General Information

2.1 Acknowledgement of Possible Changes to Grant. Choose “Acknowledgement of Possible Changes to Grant” and the following screen will appear. Applicants are asked to acknowledge that they are aware that the Grant content could change pending final approval for the State’s Application to USDOE. Click on the box to confirm your acknowledgement. In addition, the applicant is asked to provide the name of the person acknowledging the statement. Enter the name of the person acknowledging the statement in the box.

Menu

- [1.0] Success Plan
- [2.0] General Information
 - [2.1] Acknowledgement of Possible Changes to Grant
 - [2.2] Team Members
 - [2.3] Program Selection
 - [2.4] Coordinator and Allocations
- [3.0] Schools to Be Served
- [4.0] Descriptive Information
- [5.0] Budget

▼ [2.1] Acknowledgement of Possible Changes to Grant

Section Completed:

Question A

[A.1] Acknowledgement Statement

As the applicant for the Title I 1002(g) SIG funds, I acknowledge that I am aware that the Grant content could change pending final approval of the State’s Application to USDOE

[A.2] Please enter the name of the person acknowledging the statement above.

Spell Check

Save & Move to Next Section

2.2 Team Members. Choose “Team members” and the following screen will appear.

Reminder: the LEA school support team members must be listed as Team members in this section. You may Add a new Team member or Add members from the current Success Plan.

Menu

- [1.0] Success Plan
- [2.0] General Information
 - [2.1] Acknowledgement of Possible Changes to Grant
 - [2.2] Team Members
 - [2.3] Program Selection
 - [2.4] Coordinator and Allocations
- [3.0] Schools to Be Served
- [4.0] Descriptive Information
- [5.0] Budget

▼ [2.2] Team Members

Section Completed:

List the LEA-level staff members and outside experts who will be supporting each school, and each person’s expertise that will contribute to successful implementation of the grant.

Add New Team Member | Add From Success Plan

	First Name	Last Name	Title	Email	Phone	Constituency
	Theresa	Kough	Ed Associate	tkough@	123-4567	District Employee
	Lori	Duerr	Ed Associate	lduerr@	789-1234	District Employee
	Kim	Wells	Ed Associate	kwells@	852-7412	School Employee
	John	Hulse	Ed Associate	jhulse@doe.k12.de.us	857-3381	Administrator

Section 2.0 General Information Continued

2.3 Program Selection. Choose “Program Selection” and this screen will appear. There is only one program to select Title I, Part A 1003(g) SIG. Click on box to select.

Menu

- [1.0] Success Plan
- [2.0] General Information
 - [2.1] Acknowledgement of Possible Changes to Grant
 - [2.2] Team Members
 - [2.3] Program Selection

[2.3] Program Selection

Section Completed:

Select Programs:

Federal Programs: [Select All]

Title I-1003(g) SIG

State Programs: [Select All]

2.4 Coordinator and Allocations. Choose “Coordinator and Allocations” and this screen will appear. As an LEA considers the total amount to allocate to each school, it is important to consider the following: LEAs may not apply for 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. For example: School District A has three schools that are eligible to receive funds. School 1’s request is for \$50,000, School 2’s request is for \$1,000,000, and School 3’s request is for \$2,000,000. The district’s request in this example will be \$3,050,000 for year one of the grant. To enter district allocation, request Click on pencil icon.

Reminder: Coordinator must be listed as a team member in Section 2.1.

Menu

- [1.0] Success Plan
- [2.0] General Information
 - [2.1] Acknowledgement of Possible Changes to Grant
 - [2.2] Team Members
 - [2.3] Program Selection
 - [2.4] Coordinator and Allocations
- [3.0] Schools to Be Served
- [4.0] Descriptive Information

[2.4] Coordinator and Allocations

Section Completed:

[Get Default Allocations]

Program	Coordinator	Allocation	Program End Date
Title I-1003(g) SIG	,	\$1,000,000.00	12/31/2010

State Programs

There are no state programs identified in this application.

Previous Save Next Section Next Section & Save

Section 2.0 General Information Continued

The following screen will appear. Enter total requested district allocation in Allocation box. *In the example from above, the amount entered will be \$3,050,000.*

The screenshot displays a web application interface. On the left is a sidebar menu with the following items: [1.0] Success Plan, [2.0] General Information, [2.1] Acknowledgement of Possible Changes to Grant, [2.2] Team Members, [2.3] Program Selection, [2.4] Coordinator and Allocations, and [3.0] Schools to Be Served. The main content area is titled '[2.4] Coordinator and Allocations' and includes a 'Section Completed' checkbox, a '[Get Default Allocations]' button, and a table of programs. A modal dialog box titled 'Edit Federal Program' is open in the center, featuring a yellow background and the following fields: 'Program' (Title I-1003(g) SIG), 'Coordinator' (a dropdown menu), and 'Allocation' (1000000.00). 'Update' and 'Cancel' buttons are at the bottom of the dialog. The background table shows a 'Federal Programs' section with one entry: 'Title I-1003(g) SIG' with an allocation of '000,000.00' and a 'Program End Date' of '12/31/2010'. Below this is a 'State Programs' section with the text 'There are no state programs identified in this application.' and an empty input field.

Step 8: Section 3.0 Schools to be Served

The LEA must identify each Tier I, Tier II, and Tier III schools. This information will be populated for you.

School Information							
School	NCES ID	Tier	Intervention	Amount Requested	Year 1	Year 2	Year 3
UNKN	9999	3	None	0.00	0.00	0.00	0.00

Persistently Lowest Achieving Schools are defined as:

Tier I: 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 or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- is a high school that has had a graduation rate that is less than 60 percent for two of the last three years. Graduation rate is defined as the percentage of students, measured from the beginning of high school, who graduate from high school with a regular diploma (not including an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED) in the standard number of years.

Tier II: Any secondary school that is eligible for, but does not receive, Title I funds that:

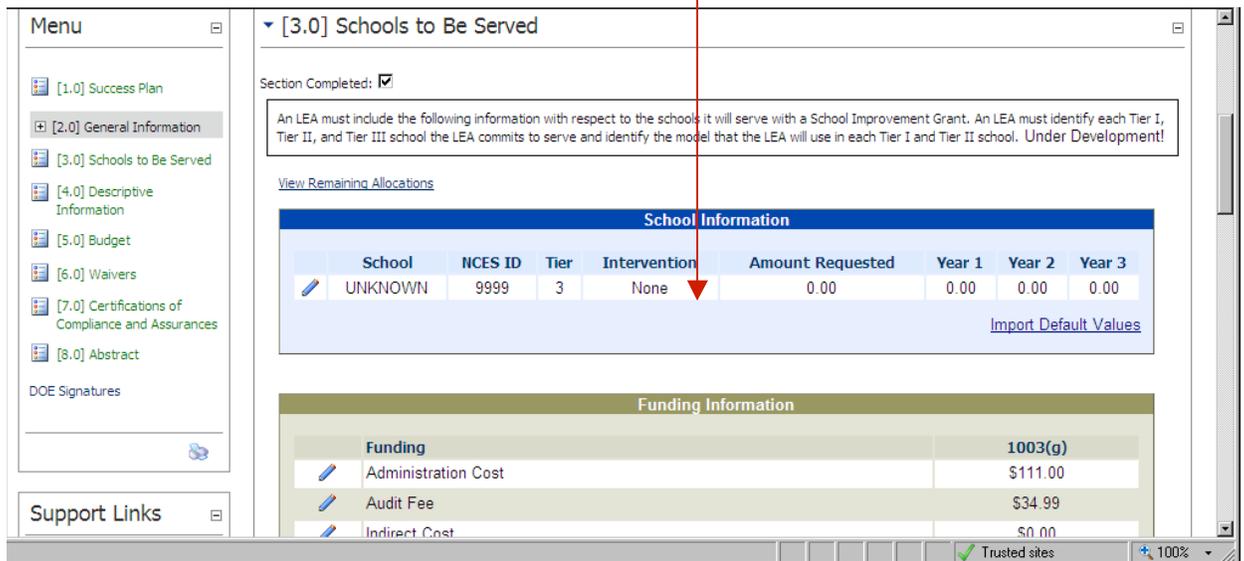
- is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- is a high school that has had a graduation rate that is less than 60 percent for two of the last three years. Graduation rate is defined as the percentage of students, measured from the beginning of high school, who graduate from high school with a regular diploma (not including an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED) in the standard number of years.

Secondary schools are defined as schools with a grade configure including any of the following; grade 6, grade 7, grade 8, grade 9, grade 10, grade 11, or grade 12. However, a school that includes grade 6 may be considered an Elementary School or Middle School.

Tier III: Title I schools in improvement, corrective action, or restructuring that are not in Tier I.

Section 3.0 Schools to be Served Continued

The LEA must also identify the model that the LEA will use in each Tier I , Tier II or Tier III school. There are four models to choose from: Turnaround, Restart, School Closure and the Transformation Model.



Complete information on each of the models is available from the following website:
<http://www2.ed.gov/policy/gen/leg/recovery/programs.html>

NOTE: LEAs are not required to choose among the designated intervention models for Tier III schools it commits to serve; however, the LEA must identify the services the school will receive of the activities the school will implement. If an LEA chooses not to serve an eligible Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

Step 9: Section 4.0 Descriptive Information

There are eight sections of questions that must be answered in section 4.0. Choose “Descriptive Information” and the following screen will appear. Complete the information required in each text box. When each section is complete, hit “Next Part” for the next set of questions. Question A requires you identify the Tier I and Tier II schools that are also identified for the State Partnership Zone as defined by Race to the Top.

Title I 1003(g) Application

Previous Next Section

LeftPane

Menu

- [1.0] Success Plan
- [2.0] General Information
- [3.0] Schools to Be Served
- [4.0] Descriptive Information
- [5.0] Budget
- [6.0] Waivers
- [7.0] Abstract
- [8.0] Certifications of Compliance and Assurances

DOE Signatures
View All Comments

Announcements

Select View: Current

ContentPane

[4.0] Descriptive Information

Read Only Mode

Section Completed:

Question A
Question B
Question C
Question D
Question E
Question F
Question G
Question H

[A.1] Identify the School Improvement Grant (SIG) Tier I and Tier II schools that are also identified for the State Partnership Zone.

[A.2] Describe the LEA capacity to use School Improvement Grant funds to provide adequate resources and supports to fully and effectively implement intervention models for all schools served under this application.

Next Part

Previous Next Section

RightPane

Trusted sites 100%

Step 10: Section 5.0 Budget

Choose “Budget”. The following screen will appear. Information is entered on the budget page in the same way that you completed the Consolidated Application.

Menu

- [1.0] Success Plan
- [2.0] General Information
- [3.0] Schools to Be Served
- [4.0] Descriptive Information
- [5.0] Budget
- [6.0] Waivers
- [7.0] Certifications of Compliance and Assurances
- [8.0] Abstract
- DOE Signatures

[5.0] Budget

Section Completed:

The LEA must provide a budget that indicates the amount of school improvement funds from this grant the LEA will use each year to-

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in this LEA application.

[Change Indirect Cost Rate](#) | Reports:

Summary	
Total Grant	
Allocation	1003g
Remaining	1,000,000.00
	709,674.31

Task Funding

The budget section will be reviewed using the following criteria:

- Budgeted items must be clearly and directly linked to the strategies in the LEA’s SIG Goal
- Budgeted items must clearly and directly address the reason why the school is in improvement (AYP cells missed and other data-determined needs indicated under this goal)
- Budgeted items must be necessary and reasonable for the proper and efficient performance and administration of the grant award
- Budgeted items must be realistic including
 - Able to be fully expended during the grant period, with the majority of funds to be expended during year one of the grant period as demonstrated in the Distribution of Funds section of the application
 - Of sufficient scope and amount to ensure strategy success (Example: Strategy in plan is to require all ELA teachers to participate in high quality professional development. Budgeted items must clearly show that there are sufficient funds to support all ELA teachers’ participation)
- Budgeted items must be allowable under ESEA cost principles and state law and regulation
- Budgeted items for LEAs choosing the school closure model must not be for more than one year in duration and may only be allocated for costs related to school closure including, but not limited to:
 - parent and community outreach efforts related to school closure
 - parent and student transition services to the new school
 - new school orientation activities for parents and students transferring from the closed school

- administrative and operational costs, only if they are in excess of normal LEA costs and directly related to the school closure (i.e. transportation costs exceeding normal LEA transportation costs for the students in the closed school)
- Budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b).

Step 11: Section 6.0 Waivers

Choose “Waivers”. The following screen will appear. Check each waiver that applies by clicking on the box. Check each box that applies. More than one waiver may be chosen.

The screenshot shows a web application window titled "Title I 1003(g) Application". The interface is divided into a "LeftPane" and a "ContentPane".

LeftPane: Contains a "Menu" with the following items: [1.0] Success Plan, [2.0] General Information, [3.0] Schools to Be Served, [4.0] Descriptive Information, [5.0] Budget, [6.0] Waivers, [7.0] Abstract, and [8.0] Certifications of Compliance and Assurances. Below the menu are "DOE Signatures" and "View All Comments".

ContentPane: Displays the "[6.0] Waivers" section. At the top, it says "Read Only Mode". Below this is a "Section Completed:" indicator with a small green box. A large blue box highlights "Question A" with the following text: "[A.1] 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." Below this text are three waiver options, each with a checkbox:

- Extending the period of availability of school improvement funds.
- Starting over in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or a Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

 At the bottom right of the content pane is a button labeled "Move to Next Section".

Step 12: Section 7.0 Abstract

Choose “Abstract”. The following screen will appear. Enter information in the text box.
Reminder: The abstract should be brief. It needs to simply provide a summary outlining how the requested funds will be used.

The screenshot shows a web application interface for editing a document. At the top, there is a header bar with the following information: "District:" on the left, "School Year: 2010 - 2011" and "Status: Draft" in the middle, and "AutoSave" and "View Report (PDF)" on the right. Below the header, there are navigation buttons for "Previous" and "Next Section".

The main content area is divided into three panes: "LeftPane", "ContentPane", and "RightPane".

- LeftPane:** Contains a "Menu" with a list of sections: [1.0] Success Plan, [2.0] General Information, [3.0] Schools to Be Served, [4.0] Descriptive Information, [5.0] Budget, [6.0] Waivers, [7.0] Abstract (highlighted), and [8.0] Certifications of Compliance and Assurances. Below the menu are links for "DOE Signatures" and "View All Comments".
- ContentPane:** Displays the selected section "[7.0] Abstract". It shows "Section Completed: []" and "Read Only Mode". Below this is a large text box for entering the abstract. The text box has a toolbar with options for "Basic Text Box" and "Rich Text Editor". The "Rich Text Editor" is selected, and its toolbar includes icons for Bold (B), Italic (I), Bulleted List, Numbered List, Undo, and Redo. The text "Abstract:" is visible to the left of the text box. At the bottom of the text box, there are links for "Show custom editor options" and "Refresh Editor".
- RightPane:** Is currently empty.

A red arrow points from the top right of the page towards the text box in the ContentPane.

Step 13: Section 8.0 Certifications of Compliance and Assurances

The Certifications of Compliances and Assurances consist of three sections.

- Chief School Officer Certification of Compliance
- Chief Financial Officer Certification of Compliances
- Assurances

Choose “Certification of Compliances and Assurances”. The following screen will appear. Both the Chief School Officer and the Chief Financial Officer must click on “Yes” or “No” at the bottom of their section. If “Yes” is checked, the name of the Chief School Officer will appear and the date of the approval. The same process is followed for the signature of the Chief Financial Officer.

Menu

- [1.0] Success Plan
- [2.0] General Information
- [3.0] Schools to Be Served
- [4.0] Descriptive Information
- [5.0] Budget
- [6.0] Waivers
- [7.0] Abstract
- [8.0] Certifications of Compliance and Assurances
- DOE Signatures

Announcements

The Education Success Plan and Evaluation System Online Tool - Monday,

▼ [8.0] Certifications of Compliance and Assurances

Section Completed:

[Click here for printable signature pages.](#)

Chief School Officer Certification of Compliance

I certify that:

1. I am the chief school officer of the LEA. I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application.
2. I have read this Application. The information contained in it is true and correct to the best of my knowledge and belief. The LEA is applying for funding under the programs indicated in the program selection section.
3. I have also read the attached Assurances. I understand that those Assurances are incorporated into and made a part of this Application as though they were fully set out in this Application with regard to those programs for which funding is sought.
4. The LEA and each of its schools, programs, and other administrative units, will conduct the programs and activities for which funding is sought in this Application as represented in this Application. Further, the LEA and each of its schools, programs and other administrative units, will comply with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances, and any conditions imposed as part of the approval of this Application.
5. I understand that compliance with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances and any conditions imposed as part of the approval of this Application, is a condition of receipt of federal and state funding. I understand that such compliance continues through the duration of the funding period, including any extensions to that period.
6. I understand that state and federal funding may be withheld, terminated and recovered, and future funding denied, if the LEA fails to comply with applicable federal and state requirements as promised in this Certification.

Chief School Officer: *User, District* Date Approved: *Wednesday, January 27, 2010*

As the Chief School Officer do you approve the above statement? Yes OR No

Chief Financial Officer Certification of Compliance

I certify that:

1. I am the chief financial officer of the LEA and I am authorized to submit the budget and financial information contained in this Application on its behalf.
2. I have read this Application and specifically read and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application is true and correct to the best of my knowledge and belief.
3. The LEA is applying for funding under the following programs:

Federal Programs	State Programs
<input type="text" value="Program Name"/>	<input type="text" value="The grant is not applying for funds from state programs."/>
<input type="text" value="Title I, Part A - 1003G"/>	
4. I have reviewed and approved the submission of the budgets for each of these programs.

Chief Financial Officer: *User, District* Date Approved: *Wednesday, January 27, 2010*

As the Chief Financial Officer do you approved the above statement? Yes OR No

Section 8.0 Certifications of Compliance and Assurances *Continued*

Assurances	
General	
A	It is assured that the LEA will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
B	It is assured that the LEA will establish annual goals for student achievement on Delaware's assessment, both in reading and mathematics and measure progress the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
C	It is assured that the LEA will, if it implements a restart model in a Tier I or a Tier II 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; and
D	It is assured that the LEA will report to the SEA the school-level data required under section III of the final requirements.

There is no check off for assurances; however, both the Chief School Officer and the Chief Financial Officer should read and agree to the assurances before signing off on the grant.

Submitting the Title I 1003(g) SIG Grant to DDOE

Each section of the grant must have the Section completed box checked as complete. All sections should be complete before the Chief School Officer and Chief Financial School Officer is asked to sign off. If all section completed boxes are checked as completed, then all sections of the menu will be green.

Previous Save

Menu

- [1.0] Success Plan
- [2.0] General Information
- [3.0] Schools to Be Served
- [4.0] Descriptive Information
- [5.0] Budget

[8.0] Certifications of Compliance and Assurances

Section Completed:

[Click here for printable signature pages.](#)

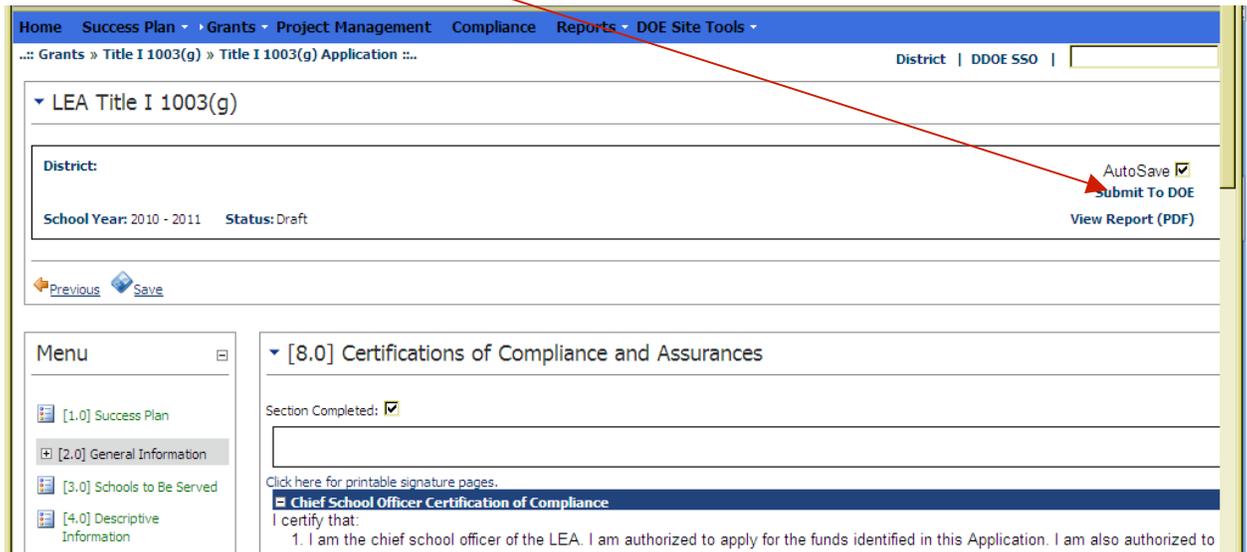
Chief School Officer Certification of Compliance

I certify that:

1. I am the chief school officer of the LEA. I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the appro

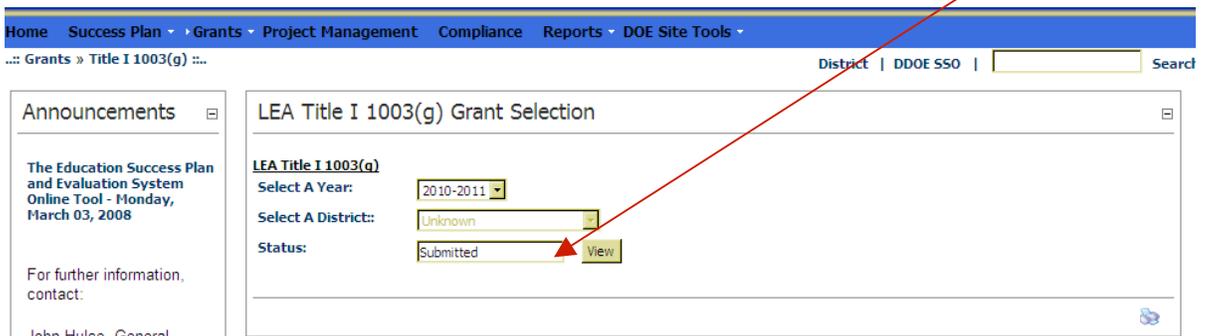
Section 8.0 Certifications of Compliance and Assurances Continued

If all sections are complete and the Chief School Officer and the Chief Financial Officer have checked the “yes” box in their section, the following screen will appear. Click on “Submit to DDOE”



The screenshot shows the 'LEA Title I 1003(g)' application page. The navigation bar includes 'Home', 'Success Plan', 'Grants', 'Project Management', 'Compliance', 'Reports', and 'DOE Site Tools'. The breadcrumb trail is 'Grants » Title I 1003(g) » Title I 1003(g) Application'. The page displays 'District: DDOE 550' and 'School Year: 2010 - 2011' with a 'Status: Draft'. A red arrow points from the text 'Click on “Submit to DDOE”' to the 'Submit To DOE' button. Other buttons include 'AutoSave', 'View Report (PDF)', 'Previous', and 'Save'. A sidebar menu lists sections [1.0] through [4.0]. The main content area shows '[8.0] Certifications of Compliance and Assurances' with a 'Section Completed: [checked]' checkbox and a 'Chief School Officer Certification of Compliance' section.

After the “Submit to DOE” is selected, the next time you log on to the Title I 1003(g) SIG grant, the following screen will appear. Status has changed from Draft to Submitted.



The screenshot shows the 'LEA Title I 1003(g) Grant Selection' page. The navigation bar is the same as the previous screenshot. The breadcrumb trail is 'Grants » Title I 1003(g)'. The page displays 'District: DDOE 550' and a search box. The main content area shows 'LEA Title I 1003(g)' with 'Select A Year: 2010-2011', 'Select A District: Unknown', and 'Status: Submitted'. A red arrow points from the text 'Status has changed from Draft to Submitted.' to the 'Submitted' status. A 'View' button is next to the status. An 'Announcements' sidebar on the left contains a message from John Hulse dated March 03, 2008.

Congratulations you have completed the Title I 1003(g) SIG grant.

If you require additional assistance contact:

John Hulse

Education Associate, School Improvement

Telephone: 302.857.3320 Email: jhulse@doe.k12.de.us