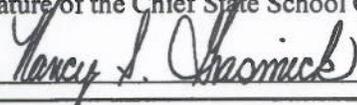


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Maryland State Department of Education	Applicant's Mailing Address: Nancy S. Grasmick State Education Building 200 West Baltimore Street Baltimore, Maryland 21201-2595
State Contact for the School Improvement Grant	
Name: Maria E. Lamb Y900	
Position and Office: Director, Program Improvement and Family Support Branch Division of Student, Family, and School Support	
Contact's Mailing Address: Nancy S. Grasmick State Education Building 4 th Floor 200 West Baltimore Street Baltimore, Maryland 21201-2595	
Telephone: 410.767.0310	
Fax: 410.333.8010	
Email address: mlamb@msde.state.md.us	
Chief State School Officer (Printed Name): Dr. Nancy S. Grasmick	Telephone: 410.767.0462
Signature of the Chief State School Officer: X 	Date: 2/22/10
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.	

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Chief State School Officer (Printed Name): Dr. Nancy S. Grasmick	Telephone: 410.767.0462
Signature of the Chief State School Officer: X _____	Date:
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Revised March 16, 2010

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PART I: SEA REQUIREMENTS

SECTION A: ELIGIBLE SCHOOLS

The following list, by Local Education Agency (LEA), identifies each Tier I, Tier II and Tier III eligible school in the Maryland Public School System. Maryland has not elected to identify newly eligible schools, made eligible by the Consolidated Appropriations Act, 2010. LEAs with Tier I and Tier II schools will receive their funds from the Title I 1003(g) ARRA and Regular 1003(g) School Improvement Grants. The LEA may apply for funds ranging from \$50,000-\$2,000,000 per each Tier I, Tier II and Tier III school annually for up to three years. LEAs with Tier III schools will be funded in priority order, according to school improvement level under Maryland's Differentiated Accountability Pilot.

Baltimore City Public Schools, NCES ID# 2400090							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Canton Middle	00165						Closing SY 10-11
Booker T. Washington Middle	00160	X					
Paul Lawrence Dunbar Middle	01427						Closing SY 10-11
Lombard Middle	00271						Closed
William H. Lemmel Middle	00333						Closed
Diggs Johnson Middle	00261						Closed
Calverton Elementary/Middle	00164	X					
George G. Kelson Elementary/Middle	00217						Closed
Garrison Middle	00228	X					
West Baltimore Middle	01345						Closed
Chinquapin Middle (Title I Waivered School)	00174	X					
William C. March Middle	01568	X					
Cherry Hill Elementary/Middle	00171		X				Waiver Requested
High Roads-Briscoe	01662						Lacking trend data
Rising Star	01664						Lacking trend data
Francis M. Wood Alternative High	01343		X				
Baltimore CIVITAS				X			Lacking trend data
Thurgood Marshall High	01561						Closed
Homeland Security High	01532						Closed
Frederick Douglas High	00209		X				
Augusta Fells Savage Institute of Visual Arts High	01387		X				

Baltimore City Public Schools, NCES ID# 2400090								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED	
Institute of Business and Entrepreneurship High	01533		X					
Maryland Academy of Technology and Health Sciences Public Charter	01538			X				
Commodore John Rogers Elem/Middle (Title I Waivered School)	00180		X					
Masonville Cove Academy(Title I Waivered School)	00157		X					
City Springs Elem. Public Charter	00175			X				
Northeast Middle	00289			X				
Gilmore Elementary	00221			X				
Patapsco Elementary/Middle	00296			X				
ConneXions Community Leaders Public Charter	01302			X				
Collington Square Elem. Public Charter	00179			X				
Furman L. Templeton Elementary	00211			X				
Dr. Rayner Browne	00189			X				
Highlandtown Elementary/Mid. #215	00243			X				
Samuel F.B. Morse Elementary	00310			X				
Winston Middle School	00338			X				
Steuart Hill Academic Academy Elem/Middle	00319			X				
Lakeland Elementary/Middle	00264			X				
Dr. Martin Luther King, Jr. Elem.	00188			X				
Frederick Elementary	01430			X				
Dr. Carter Godwin Woodson Prek-8	00167			X				
Moravia Park Primary	00282			X				
Rognel Heights Elementary/Middle	00305			X				
Westport Academy Elem. /Middle	00331			X				
Beechfield Elementary/Middle	00155			X				
Harlem Park Elementary Middle	00239			X				
Arundel Elementary/Middle	00148			X				
Harford Heights Intermediate Elem.	01153			X				
Dr. Nathan Pitts Ashburton Elem.	00149			X				
Hazelwood Elem./Middle	00242			X				
Pimlico Elementary/Middle	00299			X				
Waverly Elementary/Middle	00329			X				

Baltimore City Public Schools, NCES ID# 2400090								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED	
New Song Academy Elem./Middle	00884			X				
Sarah M. Roach Elementary	00312			X				
Belmont Elementary	00156			X				
Glenmount Elementary Middle	00222			X				
The Historic Samuel Coleridge-Taylor Elementary	00309			X				
Tench Tilghman Elementary/Middle	00320			X				
Mary E. Rodman Elementary	00277			X				
North Bend Elementary/Middle	00602			X				
Charles Carroll Barrister Elementary	00153			X				
Edgewood Elementary	00193			X				
Furley Elementary	00210			X				
Walter P. Carter Elem./Middle	00328			X				
Thomas Jefferson Elem.	00322							
Violetville Elementary	00326							
Hampstead Hill Academy Public Charter	00234			X				
George W.F. McMechen Middle/High	00219						Lacking trend data	

Prince George's County Public Schools, NCES ID# 2400510								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED	
G. James Gholson Middle	01211		X					
G. Gardner Shugart Middle	01466						Closed	
Andrew Jackson Middle	01468						No longer in SI	
Benjamin Stoddert Middle	01464		X					
Drew Freeman Middle	01034		X					
Thurgood Marshall Middle	01465		X					
Claggett Elementary	01173			X				
William Wirt Middle	01186			X				
Stone Elementary	01176			X				
Nicholas Orem Middle	01112			X				
Ridgecrest Elementary	01138			X				
Judge Sylvania W. Woods	01137			X				
Carmody Hills Elementary	00998			X				

Prince George's County Public Schools, NCES ID# 2400510							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Buck Lodge Middle	00993			X			
Templeton Elementary	01171			X			
Robert R. Gray Elementary	01183			X			

Baltimore County Public Schools, NCES ID# 2400120							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Riverview Elementary	00464			X			
Halstead Elementary	00407			X			

Dorchester County Public Schools, NCES ID# 2400300							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Maple Elementary	00617			X			

Kent County Public Schools, NCES ID# 2400450							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Rock Hall Middle	00771			X			

Anne Arundel County Public Schools, NCES ID# 2400060							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
J. Albert Adams Academy	00086						Did not meet minimum "n" for participation
Phoenix Center	90462						Certificate Program only

Carroll County Public Schools, NCES ID# 2400210							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Gateway School	01548						Lacking trend data

DEFINITION OF PERSISTENTLY LOW ACHIEVING SCHOOLS

Tier I Definition of Persistently Lowest Performing Schools

Maryland defines “persistently lowest performing Tier I schools” as those Title I schools (elementary school grade levels Pre-K through five, and middle school grade levels 6-8, and combination schools, PreK-8 at the LEA’s discretion) that are the five lowest achieving (or five percent) of all Title I schools in improvement, corrective action, or restructuring in the State.

Based on the 2009 Spring administration of the Maryland School Assessment, Maryland identified 71 operating Title I schools in improvement, corrective action or restructuring for school year 2009-2010. The five identified Title I schools have not met performance standards in combined reading and mathematics in the “All Students” subgroup for the full academic year 2008-2009. There are no Title I high schools (grades 9-12 or combination K-12) in Maryland. The process below was used to identify Tier I schools.

Annual Performance Ranking

1. School’s AYP Proficiency calculated based on all assessed grades
2. Schools Annual Measurable Objective (AMO) based on all assessed grades
3. Ranking for Reading and Mathematics are calculated separately by subtracting the AMO from the AYP Proficiency
4. Reading and Mathematics Rankings are summed to calculate the School’s annual Overall Performance Rank

Annual Performance Rank = (AYP % proficient for Reading – AMO for Reading) + (AYP % proficient for Mathematics – AMO for Mathematics)

- **Overall Rank** – is the School’s Annual Performance Rank summed for 2007 through 2009
- **Overall Average Rank** - is the School’s Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2007 through 2009
- **Overall Weighted Rank** – is the School’s Annual Performance Rank weighted for each school year
 1. 2007 Performance Rank multiplied by a weight of 1.0
 2. 2008 Performance Rank multiplied by a weight of 1.0
 3. 2009 Performance Rank multiplied by a weight of 1.25
 4. Sum the weighted Performance Ranks for 2007 through 2009

5. Divide the sum of the Performance Ranks by the sum of the weights, which is 3.25 when a Performance Rank is present for all three school years

Tier I Reports contain:

- All Title I schools in School Improvement
- School measured for AYP

Tier II Definition of Persistently Lowest Performing Schools

Academic Criteria

Maryland defines “persistently lowest performing Tier II schools” as those Title I eligible secondary schools (middle school grade levels 6-8, combination schools (grades PreK-8 at the LEA’s discretion, and high school grades 9-12) that are the lowest 5% of all secondary Title I eligible schools in the State.

Based on performance on the Maryland School Assessment in Math/Algebra/Data Analysis and Reading/Language Arts combined, Maryland would identify eleven (11) Title I eligible secondary schools in improvement, corrective action, or restructuring operating in school year 2009-2010 for Tier II designation. Maryland will exercise the option to apply for a waiver to include two Title I combination schools as Tier II schools because these schools fall lower in performance than some of the identified Tier II secondary schools. The identified Tier II schools have not met performance standards in the “All Students” subgroup for the full academic year 2008-2009. The process below was used to identify Tier II schools.

Annual Performance Ranking

1. School’s AYP Proficiency calculated based on all assessed grades
2. Schools Annual Measurable Objective (AMO) based on all assessed grades
3. Ranking for Reading and Mathematics are calculated separately by subtracting the AMO from the AYP Proficiency
4. Reading and Mathematics Rankings are summed to calculate the School’s annual Overall Performance Rank

Annual Performance Rank = (AYP % proficient for Reading – AMO for Reading) + (AYP % proficient for Mathematics – AMO for Math)

- **Overall Rank** – is the School’s Annual Performance Rank summed for 2007 through 2009
- **Overall Average Rank** - is the School’s Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2007 through 2009
- **Overall Weighted Rank** – is the School’s Annual Performance Rank weighted for each school year
 1. 2007 Performance Rank multiplied by a weight of 1.0
 2. 2008 Performance Rank multiplied by a weight of 1.0
 3. 2009 Performance Rank multiplied by a weight of 1.25
 4. Sum the weighted Performance Ranks for 2007 through 2009

5. Divide the sum of the Performance Ranks by the sum of the weights, which is 3.25 when a Performance Rank is present for all three school years

Tier II Reports contain:

- All non-Title I Secondary schools that are Title I eligible (FARMS \geq 35%)
- Secondary schools are defined as any school with an Middle or High component
- School measured for AYP

Graduation Rate Criteria:

Maryland identified Title I eligible high schools that have a graduation rate of less than 60 percent over 3 years. There are 2 schools that meet this definition during the 2009-2010 school year, however they were already identified as persistently low performing.

Graduation Rate

- Graduation Rate is less than 60% for the past 3 school years
- School must be Title I eligible
- School measured for AYP

Notes:

- Schools that did not have three years of AYP data were excluded from Tier I and Tier II. (lacking trend data)
- Schools where 100% of the students are not working towards a Maryland Diploma were excluded from Tier I and Tier II. The populations of these schools receive a certificate of participation. (certificate program only)
- Schools that did not have graduation data for three consecutive years were excluded from Tier II. (lacking trend data)
- Schools where the participation rate is below the minimum “n” for the all students group are excluded from Tier I and Tier II. Participation rate will be computed for each subgroup, and in the aggregate, for each of the reading and mathematics assessments by dividing the number of students present in each testing group by the number of enrolled students in that group. The rate will be calculated for each subgroup and for aggregate separately in each of reading and mathematics assessments where a group includes at least a) 30 students for schools with one grade tested, b) 60 students for schools with two or more grades tested c) Groups not meeting the minimum criteria listed above will not be checked for participation rate. MSDE submitted a draft waiver request on 2/19/10.

Tier III: Definition

Maryland defines Tier III schools as any Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I. The ESEA designations correspond to Maryland’s Differentiated Accountability Pilot designations, whereby Tier III schools must be in the Comprehensive Needs Pathway or the Focused Needs Pathway to qualify as eligible schools. See Appendix G of the LEA application for a summary of Maryland’s Differentiated Accountability Pilot. Tier III schools will be prioritized according to Differentiated Accountability designations and will be funded based on the table below.

FUNDING PRIORITIES FOR TIER III SCHOOLS

			Differentiated Accountability SCHOOL PATHWAYS Tier III Funding Priority	
Years Not Achieving AYP	ESEA Designation	Differentiated Accountability STAGES	Comprehensive Needs Schools	Focused Needs Schools
2	School Improvement 1	Developing Stage (initial interventions)	Developing Comprehensive Needs Schools Second Priority for Tier III Funding	Developing Focused Needs Schools Fourth Priority for Tier III Funding
3	School Improvement 2			
4	Corrective Action			
5	Restructuring Planning	Priority Stage (later interventions)	Priority Comprehensive Needs Schools First Priority for Tier III Funding	Priority Focused Needs Schools Third Priority for Tier III Funding
6	Restructuring Implementation			

SECTION B: EVALUATION CRITERIA- *An SEA must provide the criteria it will use to evaluate the information set forth in the LEA’s application.*

Part 1-Section B

(1) The SEA has assured 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 model using the following process:

Maryland will assure that 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 by requiring the LEA to complete a comprehensive needs assessment as part of the application process for

each Tier I, Tier II and Tier III school it elects to serve with SIG funds. The needs assessment requires the LEA to analyze data pertinent to each school. The LEA is required to review and analyze the following data sets: student and staff profiles; student achievement data; curriculum, instructional programs; assessments; school culture and climate; student, family and community support; organizational structure; professional development and effective planning; and effective leadership.

As part of this application, Maryland has developed a scoring tool which will be used by the State review panels to evaluate the quality of the needs assessment response by the LEAs. This tool is located in Appendix D of the LEA application.

2. The LEA will have the opportunity to demonstrate that it has 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 through a variety of responses in this application.

The following items must be articulated fully in the LEA application in order for the LEA to demonstrate it has the capacity to implement fully and effectively the selected intervention model in each of the Tier I and Tier II schools.

- LEA must complete a thorough needs assessment for each Tier I and Tier II school.
- The LEA must select an intervention model that aligns to the needs of the school.
- The LEA must design and implement activities for each intervention model, develop a timeline, identify a person/position designated to provide leadership for each requirement of the intervention.
- The LEA must demonstrate that it has involved relevant stakeholders, including administrators, teachers, teacher's unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design. These meetings and input sessions must be documented and ongoing.
- The LEA must develop three-year budgets that directly align to the activities and the strategies stated in the plan of operation for each model the LEA chooses to implement.
- The LEA must develop a monitoring plan that encompasses multiple visits to each school and requires intermediate evidence of student academic success.
- The LEA must demonstrate it has made a commitment to investigate opportunities to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress.
- The LEA must identify a 1003(g) Central Support Team (District Leadership Team) that meets regularly with SEA staff to discuss progress of schools. Central Support Teams must be staffed with highly knowledgeable staff with specialized skills and knowledge in school improvement, understanding of culture and climate, and relate well to stakeholders. Central Support Teams must also demonstrate that they communicate regularly with the LEA executive team, including the Chief Executive Officer/Superintendent of Schools.

- The LEAs must demonstrate, through past grant applications, that they have sound fiscal management with limited audit findings. The SEA will examine single audit reports over the past two years.
- The LEA must complete a self assessment of its own capacity to design, support, monitor and assess the implementation of the models and strategies that it selects for its Tier I, Tier II and Tier III schools.
- The LEA must complete the grant application within the timelines set forth in the application.
- The LEA must submit signed assurances are signed with the application.

As part of this application, Maryland has developed a scoring tool which will be used by the State review panels to evaluate the capacity of the LEA to implement the model through the LEA's responses to the items above. The LEA Capacity Scoring Rubric is divided into the six components of the application: School Identification and Selected Models; Needs Assessment; Preparation for Implementation of the Models; LEA Planning and Monitoring; LEA Fiscal Responsibilities; and LEA Assurances, Waivers, Reservations. Districts must obtain a minimum score of 91 out of 126 possible points to demonstrate capacity 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 interventions in each identified school. This tool is located in Appendix E of the LEA application.

(3) LEA budgets must contain the following information in order to demonstrate that they have the capacity to implement fully and effectively the intervention models selected for each Tier I and Tier II school and implement strategies that will lead to successful results in Tier III schools.

- The budget narrative must clearly spell out the mutual responsibility between LEA and the Tier I, Tier II or Tier III schools for timely distribution of funds during each year of the grant.
- Budgets submitted match the number of Tier I and Tier II schools and are aligned to the models selected for each school. Budgets are not less than the minimum amount and do not exceed the maximum allowable amount per Tier I and Tier II school.
- Budgets submitted for Tier III schools are not less than the minimum amount and do not exceed the maximum allowable amount per Tier III school.
- Funding for LEA activities that will support the implementation of school intervention models in Tier I and Tier II schools are included in the LEA budget, and the LEA does not exceed the maximum amount of 1003(g) SIG funds for all the schools served over the three- year grant period.
- The number of Tier III schools that the LEA commits to serve and the services the LEA plans to provide to these schools extend over the three-year grant period.
- LEA must submit the Maryland Budget form C-1-25 signed by the CEO/Superintendent and the Chief Financial Officer.

As part of this application, Maryland has developed a scoring tool which will be used by the State review panels to evaluate budgets submitted by each LEA. This tool is located in

Appendix E of the LEA application. Budget(s) will be reviewed by the SEA Title I Office specialists for accuracy.

Part 2-Section B

The Maryland State Department of Education included questions related to each of the components described in Part 1 (above) in the LEA Application. The SEA anticipates that LEAs will have undertaken preliminary work prior to receiving final approval for the grant funding. The templates provided in this section constitute the LEA's baseline information about the planning underway to ensure successful implementation and sustainability. Maryland will expect the implementation of LEA reform models to occur at the beginning of the 2010-11 school year.

The LEA application specifically requires each LEA to respond to the following with relation to each Tier I and Tier II school it elects to serve:

- Design and implement interventions consistent with the final requirements.
 - Each LEA will submit a letter of intent to apply for the grant within 15 days of the approval of the SEA application.
 - Each LEA with eligible Tier I and Tier II schools will participate in a technical assistance meeting with the Maryland State Department of Education on March 25, 2010.
 - Maryland has developed a scoring tool which will be used by the State review panels to evaluate the capacity of the LEA to implement the model through the LEA's responses. Districts must obtain a minimum score of 91 out of 126 possible points to demonstrate capacity 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 interventions in each identified school. This tool is located in Appendix E of the LEA application.
 - Technical assistance will be provided by the Title I Office and the Breakthrough Center, Maryland's statewide system of support.
- Recruit, screen, and select external providers, if applicable, to ensure their quality.
 - The LEA will demonstrate that it has developed procedures and a timeline to recruit, screen and select external providers. The process must include a variety of stakeholders. These procedures will be articulated in the planning tool, Section 2.C.2 of the LEA application.
- Align other resources with the interventions.
 - The detailed budget narrative the LEA submits with their application will provide evidence of how other resources are aligned with the selected intervention. Additional resources may include: State and local funding, Title I, Part A, Title II, Title III, Title I, 1003(a) funds.
 - The budget narrative includes a detailed description as to how the resources are aligned with the selected intervention model(s).

- Modify its practices or policies, if necessary to enable it to implement the interventions fully and effectively.
 - The LEA will provide minutes of meetings and local Board of Education agendas that support the modification of policies or practices that will enable it to fully implement the intervention models effectively.
- Sustain the reforms after the funding period ends.
 - Within the LEA proposal the LEA is required to provide a narrative on how the LEA identified actions support individual Tier I and Tier II schools' implementation of the selected interventions. The LEA must look across the commitments it has made for the schools: the LEA is asked in Section 4.B to describe how it will ensure that improvement efforts can be sustained once this funding ends.
 - The SEA will consider the following when evaluating the LEA's commitment:
 - Actions that support the modification of policies or practices that will enable it to fully implement the intervention models effectively.
 - Commitment to align budgets toward efforts that are sustainable and the SEA's willingness to re-evaluate budgets throughout the grant period.
 - Extent to which professional development is ongoing and job-embedded.
 - Alignment of other resources, people, time and funding, to support the reform effort.

As part of this application, Maryland has developed a scoring rubric which will be used by the State review panels to evaluate School Identification and Selected Models; Needs Assessment; Preparation for Implementation of the Models; LEA Planning and Monitoring; and LEA Fiscal Responsibilities. The rubric serves as a gauge to determine capacity to sustain the models after the funding period. The rubric is located in Appendix E of the LEA application. The indicators in the scoring tool will also become part of the SEA's regular monitoring tool used to track the work of the LEA and the school as the intervention model is adopted and implemented.

Additional observation concerning evaluation criteria: Overall, MSDE will review the results of the scoring tool and the reviewer's responses to the open-ended prompts to determine areas of consensus and of disagreement among the reviewers. Any response that receives an overall (consensus) "sufficient" or "better" for all criteria reviewed will need clarification from the LEA prior to approval of the grant application. Districts must obtain a minimum score of 91 out of a possible 126 points to demonstrate capacity 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 interventions in each identified school. In addition, to be approved, an application must have all issues resolved.

SECTION 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.

The Maryland State Department of Education does not anticipate a claim of insufficient capacity to serve all Tier I schools from any LEA. Schools identified as Tier I schools are especially high priorities. Maryland has been proactively working with the LEAs that have Tier I schools and is in the process of collaboratively developing plans to provide technical assistance in any area that they may need support. There would have to be *extremely* unusual circumstances for Maryland to agree to grant an LEA approval not to serve an identified Tier I school. Nonetheless, the SEA has taken the following steps to prepare to evaluate the sufficiency of an LEA's claim of "lack of capacity."

- (1) Maryland will review LEA data and available SEA monitoring reports (obtained from across all divisions within the SEA for each of the Tier I schools in Maryland) to determine the extent to which the LEA has been providing support to the school over the past five years.
- (2) Maryland will establish an interdivisional team to review the specific explanation offered by the LEA and match it against all available information regarding the LEA's support of schools. This will include careful review of the LEA's *Bridge To Excellence 2009 Master Plan Update*, as well as the LEA's support of Title I schools, schools in school improvement, and any programming or interventions where the LEA has pledged support and outlined the specifics of that support to a particular Tier I school (or to a group of schools that includes the identified Tier I school). This review will focus on the *current* commitments within the LEA to support the individual school(s) identified by the LEA as a school not to be served with 1003(g) SIG funds and the possibility of *refocusing existing support or the resources used to provide support* to help meet the requirements of the 1003(g) grant for Tier I schools.
- (3) Should central office staffing or resources figure prominently in the explanation offered by the LEA, the SEA will review the proposed use of the funding available through the 1003(g) grant as well as other grant resources (federal or state) that are available to the LEA to support schools in improvement and work with the LEA to consider alternative ways to create and fiscally support the capacity within the LEA to serve the school.
- (4) While the primary goal of this review would be to determine whether the capacity exists within the system to support Tier I schools, the focus of the review and the collaborative work with the LEA would be on ways to help the LEA gain capacity to support the schools as they implement one of the intervention models that are part of the 1003(g) grant.
- (5) If the SEA determines that the capacity to support the school exists (or can reasonably be created) within the LEA, the SEA will direct the LEA to include the school in the list of Tier I schools to be served and revise its application accordingly.

SECTION D: DESCRIPTIVE INFORMATION

(1) Maryland's process and timeline for approving LEA applications is as follows:

- Immediately following the approval of the SEA application, the SEA will distribute the grant application, via electronic and US postal service to all LEAs with eligible Tier I, Tier II and Tier III schools.
- Fifteen (15) days following the approval of the SEA's application by the United States Education Department, the LEA must submit a "Letter of Intent" to apply for the 2009 Title I 1003(g) School Improvement Grant. (Appendix B of the LEA application.)
- The SEA will provide technical assistance to all LEAs that intend to submit a proposal on March 25, 2010 from 1:00-4:00 pm at 200 West Baltimore Street, Baltimore, Maryland 21201, Conference Rooms 6-7 on the 8th floor, and upon LEA request during the development of the grant application.
- The first draft will be due to the SEA on or before April 20, 2010. It will be reviewed by a panel consisting of cross-divisional SEA staff. The reviewer will read each application and score it independently. They will meet and provide feedback based on consensus. Feedback will be provided to the LEA within ten days of the submission. Should a revision be needed, the LEA will submit a second draft.
- The second draft will be due to the SEA on or before May 20, 2010. The review panel will score the revisions, using the reviewer's scoring tool, and provide feedback within five days. Should the LEA not be on track to successfully submit an approvable application by June 30, 2010, the SEA will meet with the LEA regularly to provide support and technical assistance in order to secure an approvable application by June 30, 2010.
- The SEA will begin processing grant awards as soon as the LEA submits their second draft that is in near approvable condition so the award can be fully processed upon final review on or before June 30, 2010. It generally takes 20-30 days for a grant award to be processed through the SEA.
- The **Final Version** is due June 30, 2010. An original hard copy of the of the signed grant application, including signed C-1-25, proposed three year budget and General Assurances signature page, must be received at MSDE by 4:00 p.m. In addition, three copies of the original, bear clipped, and a thumb drive containing a PDF of the proposal must be submitted with the original.
- Grant awards will not be issued until an application is fully approved.
- The approved grant application will be housed in the Division of Student, Family, and School Support, Program Improvement and Family Support Branch of the Maryland State Department of Education.
- All approved grants will be posted on MSDE's website upon final approval of the grant application.
- Note: Dates are subject to change.
- **Model must be implemented at the start of the 2010-2011 academic year.**

(2) The SEA's process for reviewing 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 indicators in Section III of the final requirements is as follows:

An LEA will submit a culminating matrix for each Tier I and Tier II school receiving School Improvement Grant funds. This matrix will include each of the identified goals established for the Tier I and Tier II schools. The LEA will describe the extent to which each goal was achieved along with the supporting data. If a goal was not met, the LEA will discuss modifications that will be established in order to achieve the goal. The SEA will perform site visits at each Tier I and Tier II school. The primary function of these site visits is to review and analyze all facets of a school’s implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment.

Based upon evidence reviewed from the culminating matrix and site visit report, the SEA will determine the LEA’s capacity to ensure goal attainment, and subsequent renewal of the School Improvement Grant funds.

Sample Culminating Matrix:

LEA:
Name of Tier I or Tier II School:
Intervention Model:
Goal #1:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):
Goal #2:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):

(3) 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 is as follows:

An LEA will submit a culminating matrix for each Tier III school receiving School Improvement Grant funds. This matrix will include each of the identified goals established for the Tier III school. The LEA will describe the extent to which each goal was achieved along with the supporting data. If a goal was not met, the LEA will discuss modifications that will be established in order to achieve the goal. The SEA may perform site visits at Tier III schools. The primary function of these site visits is to review and analyze all facets of a school’s implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal strategies.

Based upon evidence reviewed from the culminating matrix and site visit report, the SEA will determine the LEA’s capacity to ensure goal attainment, and subsequent renewal of the School Improvement Grant funds.

Sample Culminating Matrix:

LEA:
Name of Tier III School:
Intervention Strategies:
Goal #1:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):
Goal #2:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):

(4) 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 using the following process:

An LEA will ensure full and effective implementation of the selected school intervention model for Tier I and Tier II schools they are approved to serve. As stated in item 1 above, LEAs will submit to the SEA a quarterly summary report of the monitoring/oversight that has been

completed and the progress the school has made towards achieving their goals. The SEA will perform onsite visits at Tier I and Tier II schools. The primary function of the onsite visits is to review and analyze all facets of a school's implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment.

SEA School Improvement Grant Teams (SIG Teams) will conduct three onsite monitoring visits annually with the school leadership team (parents should be invited) and the district level team (staff responsible for the technical assistance and administrative support).

- **Introductory Visit/Yearly Start Up Visit:** The SEA discusses the approved SIG with the school and district staff to ensure that all parties are familiar and understand the approved goals and the consequences for not making progress toward meeting the goals.
- **Interim (midyear) Visit:** LEAs will be required to submit a written report to provide clarity on the steps the LEA has taken and the resources that have been provided to support the schools to meet their established goals, benchmark goals, and other pertinent information including a budget review. SIG teams will conduct a detailed review of the academic progress being made based on an LEA's second Quarterly Summary Report which will include benchmark scores and the leading indicators that are applicable at the time (school year minutes; student attendance; discipline incidents; truants; distribution of teachers by performance level; and teacher attendance).
- **End of Year Visit:** At the end of the 1st year, there will be a "self assessment" of the LEA and State support to the schools in each of the three tiers. This will be accomplished by analyzing the school (student) data, aligning the progress or lack thereof to the support that was provided by the LEA and State.
 - Schools not making progress on their LEA formative/interim assessments, Maryland School Assessment (MSA), High School Assessment (HAS), and leading indicators must make adjustments to accelerate their objectives and strategies to meet the pre-established approved goals. The adjustments must be sent, as an addendum to the approved plan, to MSDE for approval. All stakeholders will work with the school to determine how technical support and monitoring can be strengthened.
 - Schools making progress on their LEA benchmarks, state assessments, and leading indicators will continue with their plans, monitoring, and support.

At the end of the 2nd year, this process will continue. However, the grant will not be renewed for any school still not making progress.

(5) The SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient funds to serve all eligible schools for which each LEA applies.

a. Tier I schools have been identified using Maryland's definition of persistently low-achieving schools. Schools were listed in rank order based on their overall weighted rank. LEAs will be granted school improvement funds if the LEA submits a grant application that adequately addresses the needs of the school(s) and demonstrates the capacity to implement the model it selected for each Tier I school. Should the SEA not

have sufficient funds to fund all LEAs with schools in Tier I, the SEA will fund LEAs with schools that have the highest academic need within the list of eligible Tier I schools.

b. LEAs with schools in Tier II will be funded after all Tier I schools are funded. Tier II schools have been identified using Maryland’s definition of persistently low-achieving schools and listed in rank order. Should the SEA not have sufficient funds to fund all LEAs with schools in Tier II, the SEA will fund LEAs with the highest poverty schools within the list of eligible Tier II schools.

(6) The following criteria will be used to prioritize among Tier III schools:

Tier III schools are any Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I. The ESEA designations correspond to Maryland’s Differentiated Accountability Pilot designations, whereby Tier III schools must be in the Comprehensive Needs Pathway or the Focused Needs Pathway to qualify as eligible schools. See Appendix G of the LEA application for a summary of Maryland’s Differentiated Accountability Pilot. Tier III schools will be prioritized according to Differentiated Accountability designations and will be funded based on the table below. Schools will be served in rank order within the pathways according to academic performance for three consecutive years.

FUNDING PRIORITIES FOR TIER III SCHOOLS

			Differentiated Accountability SCHOOL PATHWAYS Tier III Funding Priority Schools will be selected based on academic performance for a three year period within each stage of the two Pathways.	
Years Not Achieving AYP	ESEA Designation	Differentiated Accountability STAGES	Comprehensive Needs Schools	Focused Needs Schools
2	School Improvement 1	Developing Stage (initial interventions)	Developing Comprehensive Needs Schools Second Priority for Tier III Funding	Developing Focused Needs Schools Fourth Priority for Tier III Funding
3	School Improvement 2			
4	Corrective Action			
5	Restructuring Planning	Priority Stage (later interventions)	Priority Comprehensive Needs Schools First Priority for Tier III Funding	Priority Focused Needs Schools Third Priority for Tier III Funding
6	Restructuring Implementation			

(7) Maryland will not take over any Tier I or Tier II schools.

(8) Maryland does not intend to provide services directly to any school in the absence of a takeover. LEAs will implement their choice of intervention models within the guidelines of the regulations. Maryland will offer services through its statewide system of support, The Breakthrough Center, and, upon mutual agreement between the LEA and the SEA enter into an agreement via a Memorandum of Understanding.

SECTION E: ASSURANCES

By submitting this application, 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 the LEA will 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 the Maryland State Department of Education website, 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.

SECTION F: SEA RESERVATION

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

- a. The SEA has reserved funds that will be used to convene school improvement grant teams who will be led by specialists from the Program Improvement and Family Support Branch of the Maryland State Department of Education. In addition to the Team Leader, each SIG Team, will be comprised of not more than 5 members. The SEA will draw team members from within the agency and out-side of the agency (via Bid Board Procurement Process). In order to be a team member, individuals must have expertise and success in all or some of the following areas:
 - School improvement;
 - LEA administrative leadership;
 - School Principal Leadership; and/or
 - Reading, Mathematics, or Special Education depending upon the needs identified by the LEA.

- b. The SEA has reserved funds to support the salaries of Title I school support specialists who are also part of the School Support Team and will provide direct assistance and oversight to the identified Tier I, Tier II and Tier III schools. The specialists will be assigned as teams to LEAs with schools served by the school improvement grant. They are charged with working directly with the Central Support Teams in each LEA as models and strategies are being developed, implemented and monitored, they will oversee the spending down of funds, budgets, and program implementation. The school improvement specialists will become the first line between the SEA and the LEA during the three-year grant process.

- c. Maryland will use administrative funds from the school improvement grant to support LEAs through the Breakthrough Center. The SEA will participate in an ongoing consultation process (with identified LEA staff) to determine the alignment of resources in the impacted schools in order to make decisions which will improve teaching and learning for all children as they achieve proficient and advanced levels of student achievement.

Based on the final decisions by the LEA, the SEA **will offer** to broker and/or provide services at the school level to meet the specific needs of the school community in the following areas:

- Curriculum;
- Instruction;
- Assessment;
- School Culture and Climate;
- Students, Family, and Community Support;

- ☑ Professional Development with Accountability;
- ☑ Effective Leadership;
- ☑ Organizational Structure and Resources; and
- ☑ Comprehensive and Effective Planning.

Funds have been reserved to partially support an Executive Director position for the Breakthrough Center, and for materials associated with providing technical assistance to Tier I and Tier II schools. Technical Assistance from the Breakthrough Center may include activities such as offering services to the LEA which will assist the LEA develop district capacity, or measure its capacity to support its identified schools. Tier III schools will be served only if the needs have been met in Tier I and Tier II schools.

- d. The SEA will also utilize the Restructuring Implementation Technical Assistance (RITA) Initiative, developed in January 2007 as a response to the Title I A requirements for the SEA to provide technical assistance to low performing schools. The RITA process is designed to assist Restructuring Implementation schools in identifying programs and systems that are effective and those that need to be eliminated or improved to advance student achievement. RITA establishes teams of highly skilled educators to work in concert with school districts and schools, using a thoughtful, systematic, evidence-based process in order to provide constructive recommendations for the district and the school that will improve teaching and learning. An overview of the RITA process is provided as Appendix K of the LEA application.
- e. Maryland will modify its grant application scoring tool as a basis for its evaluation of the implementation of the models selected. School improvement funds will be used to support the cost of monitoring visits to LEAs and schools as they implement their models. Quarterly Summary Reports will be used as interim measures of success, based on the progress of the leading indicators. The SEA will analyze annual state assessment data and as well as the other indicators of success described in the LEA application to determine whether or not the model has been implemented successfully.

SECTION G: CONSULTATION WITH STAKEHOLDERS

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 has consulted with its Committee of Practitioners regarding the information set forth in its application.

Consultation with the Title I Committee of Practitioners occurred on Thursday, February 4, 2010 via audio conference. Documentation is attached to this application as Appendix L of the LEA application.

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

N/A The SEA has consulted with other relevant stakeholders, including_____.

SECTION H: WAIVERS

The State of Maryland 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.

- 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.
- 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.
- 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.

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 a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of the 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.

Documentation pertaining to the SEA waiver request is submitted as Attachment I.

Attachment 1

ELIGIBLE SCHOOLS

The following list, by Local Education Agency (LEA), identifies each Tier I, Tier II and Tier III eligible school in the Maryland Public School System. Maryland has not elected to identify newly eligible schools, made eligible by the Consolidated Appropriations Act, 2010. LEAs with Tier I and Tier II schools will receive their funds from the Title I 1003(g) ARRA School Improvement Grant. The LEA may apply for funds ranging from \$50,000-\$2,000,000 per each Tier I, Tier II and Tier III school annually for up to three years. LEAs with Tier III schools will be funded in priority order, according to school improvement level under Maryland’s Differentiated Accountability Pilot.

Baltimore City Public Schools, NCES ID# 2400090							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Canton Middle	00165						Closing SY 10-11
Booker T. Washington Middle	00160	X					
Paul Lawrence Dunbar Middle	01427						Closing SY 10-11
Lombard Middle	00271						Closed
William H. Lemmel Middle	00333						Closed
Diggs Johnson Middle	00261						Closed
Calverton Elementary/Middle	00164	X					
George G. Kelson Elementary/Middle	00217						Closed
Garrison Middle	00228	X					
West Baltimore Middle	01345						Closed
Chinquapin Middle (Title I Waivered School)	00174	X					
William C. March Middle	01568	X					
Cherry Hill Elementary/Middle	00171		X				Waiver Requested
High Roads-Briscoe	01662						Lacking trend data
Rising Star	01664						Lacking trend data
Francis M. Wood Alternative High	01343		X				
Baltimore CIVITAS				X			Lacking trend data
Thurgood Marshall High	01561						Closed
Homeland Security High	01532						Closed
Frederick Douglas High	00209		X				
Augusta Fells Savage Institute of Visual Arts High	01387		X				

Baltimore City Public Schools, NCES ID# 2400090								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED	
Institute of Business and Entrepreneurship High	01533		X					
Maryland Academy of Technology and Health Sciences Public Charter	01538			X				
Commodore John Rogers Elem/Middle (Title I Waivered School)	00180		X					
Masonville Cove Academy(Title I Waivered School)	00157		X					
City Springs Elem. Public Charter	00175			X				
Northeast Middle	00289			X				
Gilmore Elementary	00221			X				
Patapsco Elementary/Middle	00296			X				
ConneXions Community Leaders Public Charter	01302			X				
Collington Square Elem. Public Charter	00179			X				
Furman L. Templeton Elementary	00211			X				
Dr. Rayner Browne	00189			X				
Highlandtown Elementary/Mid. #215	00243			X				
Samuel F.B. Morse Elementary	00310			X				
Winston Middle School	00338			X				
Steuart Hill Academic Academy Elem/Middle	00319			X				
Lakeland Elementary/Middle	00264			X				
Dr. Martin Luther King, Jr. Elem.	00188			X				
Frederick Elementary	01430			X				
Dr. Carter Godwin Woodson Prek-8	00167			X				
Moravia Park Primary	00282			X				
Rognel Heights Elementary/Middle	00305			X				
Westport Academy Elem. /Middle	00331			X				
Beechfield Elementary/Middle	00155			X				
Harlem Park Elementary Middle	00239			X				
Arundel Elementary/Middle	00148			X				
Harford Heights Intermediate Elem.	01153			X				
Dr. Nathan Pitts Ashburton Elem.	00149			X				
Hazelwood Elem./Middle	00242			X				
Pimlico Elementary/Middle	00299			X				
Waverly Elementary/Middle	00329			X				

Baltimore City Public Schools, NCES ID# 2400090								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED	
New Song Academy Elem./Middle	00884			X				
Sarah M. Roach Elementary	00312			X				
Belmont Elementary	00156			X				
Glenmount Elementary Middle	00222			X				
The Historic Samuel Coleridge-Taylor Elementary	00309			X				
Tench Tilghman Elementary/Middle	00320			X				
Mary E. Rodman Elementary	00277			X				
North Bend Elementary/Middle	00602			X				
Charles Carroll Barrister Elementary	00153			X				
Edgewood Elementary	00193			X				
Furley Elementary	00210			X				
Walter P. Carter Elem./Middle	00328			X				
Thomas Jefferson Elem.	00322							
Violetville Elementary	00326							
Hampstead Hill Academy Public Charter	00234			X				
George W.F. McMechen Middle/High	00219						Lacking trend data	

Prince George's County Public Schools, NCES ID# 2400510								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED	
G. James Gholson Middle	01211		X					
G. Gardner Shugart Middle	01466						Closed	
Andrew Jackson Middle	01468						No longer in SI	
Benjamin Stoddert Middle	01464		X					
Drew Freeman Middle	01034		X					
Thurgood Marshall Middle	01465		X					
Claggett Elementary	01173			X				
William Wirt Middle	01186			X				
Stone Elementary	01176			X				
Nicholas Orem Middle	01112			X				
Ridgecrest Elementary	01138			X				
Judge Sylvania W. Woods	01137			X				
Carmody Hills Elementary	00998			X				

Prince George's County Public Schools, NCES ID# 2400510							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Buck Lodge Middle	00993			X			
Templeton Elementary	01171			X			
Robert R. Gray Elementary	01183			X			

Baltimore County Public Schools, NCES ID# 2400120							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Riverview Elementary	00464			X			
Halstead Elementary	00407			X			

Dorchester County Public Schools, NCES ID# 2400300							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Maple Elementary	00617			X			

Kent County Public Schools, NCES ID# 2400450							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Rock Hall Middle	00771			X			

Anne Arundel County Public Schools, NCES ID# 2400060							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
J. Albert Adams Academy	00086						Did not meet minimum "n" for participation
Phoenix Center	90462						Certificate Program only

Carroll County Public Schools, NCES ID# 2400210							
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE	REASON SKIPPED
Gateway School	01548						Lacking trend data

Attachment 2

Consultation with Stakeholders Documentation

MARYLAND STATE DEPARTMENT OF EDUCATION

Title I Committee of Practitioners

Even Start Advisory Committee

Nancy S. Grasmick Building

Baltimore, Maryland

Audio Conference Call

Thursday, February 4, 2010

9:30 a.m. – 11:30 a.m.

Topic: School Improvement Grant Application (1003)g

A Review - Maria Lamb, Director

Program Improvement and Family Support Branch

- *Section B – Evaluation Criteria*
- *Section C – Capacity*
- *Section D – Descriptive Information*
- *Section E – Assurances*
- *Section F – SEA Reservation*
- *Section G – Consultation With Stakeholders*
- *Section H – Waivers*

Questions & Answers or Comments

Feedback by the Committee (Roll Call)

Next Meeting Date – Thursday, May 6, 2010

Adjournment

MARYLAND STATE DEPARTMENT OF EDUCATION
TITLE I COMMITTEE OF PRACTITIONERS
EVEN START ADVISORY COMMITTEE
CONSULTATION FEEDBACK FORM

My signature below represents that I have had the opportunity to review and provide feedback on the Title I, Part A School Improvement Grant Application, 1003(g) Draft document presented on

Thursday, February 4, 2010.

I accept this application

I do not accept this application

Name (print/type)

County/Organization

Signature

Date

Please complete and fax to Ms. Valerie Ashton-Thomas at (410) 333-8010 or email at vashton-thomas@msde.state.md.us. Thankyou.

Name & Title	School System/ Organization	Representati on	Address	Office, Fax & Cell Phones	E-mail
1. Ms. Valerie Ashton-Thomas Coordinator, Even Start Family Literacy	<u>MSDE</u> Even Start, Division of Student, Family, and School Support	Even Start	200 West Baltimore St. Baltimore MD 21201	O: (410) 767-0314 F: (410) 333-8010	Vashton- thomas@msde.state.md.us
2. Ms. Ann Chafin Assistant State Superintendent	<u>MSDE</u> Division of Student, Family, and School Support	MSDE	Maryland State Department of Education 200 West Baltimore St. Baltimore MD 21201-2549	O: (410) 767-0275 F: (410) 333-8010	achafin@msde.state.md.us
3. Ms. Mary R. Dagen Supervisor	Baltimore County Public Schools	Local School System	6901 N. Charles Street Towson MD 21204	O: (410) 887-3487	mdagen@bcps.org
4. Ms. Judy Devey Even Start Program Coordinator	Calvert County	Even Start	Calvert County Public Schools 9021 Dayton Ave. North Beach MD 20714-0000	O: (410) 535-7291 F: (410) 535-7299	deveyj@calvertnet.k12.md.us
5. Ms. Janet Flemings Parent	Baltimore City	Parent	407 S. Smallwood Street Baltimore, MD 21223-2945	P: (410) 905-0287	Jrflem3@hotmail.com
6. Ms. Valerie Kaufmann Branch Chief, Division of Early Childhood Development	MSDE Division of Early Childhood Development	MSDE Early Learning	Maryland State Department of Education 200 West Baltimore St. Baltimore MD 21201-2549	O: (410) 767-6549 F: (410) 333-6226	valeriek@msde.state.md.us
7. Ms. Maria Lamb Director, Program Improvement and Family Support Branch	MSDE Division of Student, Family, and School Support	Title I State Director	Maryland State Department of Education 200 West Baltimore St. Baltimore MD 21201-2549	O: (410) 767-0310 F: (410) 333-8010	mlamb@msde.state.md.us
8. Mr. Sam Macer President,	Maryland PTA	Parent	5 Central Ave. Glen Burnie MD 21061-	O: (410) 760-6221 C: (443) 867-0353	President@mdpta.org

Name & Title	School System/ Organization	Representati on	Address	Office, Fax & Cell Phones	E-mail
Maryland PTA			3441		
9. Mr. Robert McKenzie Director, of Elementary Education	Allegany County	Director of Elementary Education	P.O. Box 1724 Cumberland MD 21502	O: (301) 759-2046 F: (301) 759-2014	robert.mckenzie@acps.k1 2.md.us
10. Dr. Anita Mostow Coordinator, of Enrollment and Attendance Compliance	Montgomery County	Pupil Services	850 Hungerford Dr. Room 200 Rockville MD 20850	O: (301) 315-7325 F: (301) 279-8549	anita_Mostow@mcpsmd. org
11. Ms. Jayne Moore Director, Instructional Technology and School Library Media	MSDE	MSDE	Maryland State Department of Education 200 West Baltimore St. Baltimore MD 21201-2549	O: (410) 767-0382 F: (410) 333-2128	jmoore@msde.state.md.u s
12. Mr. Richard Ramsburg Principal, Adult Education and Even Start	Frederick County	Even Start	Frederick County Board of Education 44 W. Frederick St. B- Building Walkersville MD 21793	O: (240) 236-8424 F: (240) 236-8451	richard.ramsburg@fcps.o rg
13. Ms. Beth Sheller Title I Parent Involvement Liason	Wicomico County	Local School System	Prince Street ES 400 Prince St. Salisbury MD 21804-6020	O: (410) 677-5813 F: (410) 677-5865	msheller@wcboe.org
14. Ms. Ava Spencer Coordinator, Office of Reading First	MSDE	Reading First	Maryland State Department of Education 200 West Baltimore St. Baltimore MD 21201-2549	O: (410) 767-0721 F: (410) 333-4141	aspencer@msde.state.md. us
15. Mr. Vernon Thompson Automotive Instructor	Harford County	Local School System	Harford Technical H.S. 200 Thomas Run Rd. Bel Air MD 21015-1617	O: (410) 638-3804 F: (410) 638-3820	vernon.thompson@hcps. org
16. Ms. Sue Waggoner Executive Director of Instruction	Garrett County	Local School System	Garrett County Board of Education 40 South Second Street Oakland MD 21550-1518	O: (301) 334-8937	swaggoner@ga.k12.md.u s

Name & Title	School System/ Organization	Representati on	Address	Office, Fax & Cell Phones	E-mail
17. Ms. Quanya Williams Title I Targeted Assistance Intervention Teacher	Baltimore City	Local School System	Northwood Elementary 5201 Loch Raven Blvd. Baltimore MD 21239-3522	O: (410) 396-6377 F: (410) 396-7193	qwilliams@bcps.k12.md. us

Attachment 3

MSDE Announcement: Public Notice and Comment

Revised

BALTIMORE, MD (January 23, 2010)

The Maryland State Department of Education (MSDE) is providing this public notice to solicit comments from local education agencies and the public regarding specific waiver requests for School Improvement Grants authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). These waivers would allow any local educational agency (LEA) in the State that receives a Section 1003(g) School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA application for a grant.

Comments received will be forwarded to the United States Department of Education with the requested waivers. MSDE will accept comments between **January 22, 2010 and February 1, 2010** via electronic submission or U.S. mail.

PURPOSE OF THE SCHOOL IMPROVEMENT GRANT (1003(G) PROGRAM

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

Under the interim final requirements, published in the Federal Register in January 2010, school improvement funds are to be focused on each State's Tier I, Tier II, and Tier III schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action,

Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, secondary schools that have had a graduation rate below 60 percent

over a number of years.

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

FOUR INTERVENTION MODELS:

Any Tier I and Tier II schools an LEA chooses to serve, must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

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.

AVAILABLE WAIVERS:

The State believes that by requesting the following waiver(s) LEAs will have additional flexibility to 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 implement more effectively 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.

Maryland is requesting the following waivers:

- 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. (Tier I, II and III schools)

- 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.

- ❑ Waive Section 1114(a)(1) of the ESEA concerning the 40 percent poverty eligibility threshold in 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.

MSDE assures that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the interim final requirements and final requirements.

MSDE also 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.

The following Local Education Agencies may be eligible for one or more of these waivers through the Title I 1003(g) grant:

- Prince George’s County Public Schools with schools in Tier I, Tier II, or Tier III
- Baltimore City Public Schools with schools in Tier I,II or Tier III
- Any LEA with a Title I school in improvement, corrective action or restructuring that is identified as a Tier III.

COMMENT SUBMISSIONS:

Please submit your comments in writing to Maria E. Lamb, Director, Program Improvement and Family Support, 200 West Baltimore Street, Baltimore, Maryland 21201 or electronically to mlamb@msde.state.md.us.

For more information on the School Improvement Grant 1003(g), log onto the United States Department of Education website www.ed.gov/programs/sif/index.html .

Information can also be obtained from the Federal Register and the Code of Federal Regulations is available on GPO Access at: www.gpoaccess.gov/nara/index.html

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MEMORANDUM

TO: Local Superintendents of Schools

FROM: Nancy S. Grasmick, State Superintendent of Schools

DATE: January 25, 2010

SUBJECT: Procedure for 1003(g) of the Elementary and Secondary Education Act of 1965
Waiver Requests

This memo serves as notice that the Maryland State Department of Education (MSDE) intends to submit specific waiver requests for the Title I School Improvement Grant 1003(g) funds as authorized under the Elementary and Secondary Education Act of 1965. The State believes that by requesting specific waiver(s), local education agencies (LEA) that receive a School Improvement Grant will have increased flexibility to improve the quality of instruction for students and the academic achievement of students in schools identified under the interim amended requirements of Section 1003(g).

Interim final requirements published in the Federal Register in January 2010 require school improvement funds to be focused on each State's Tier I, Tier II and Tier III schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring, that are identified by the SEA under paragraph (a)(1) of the definition of persistently lowest achieving schools.

Tier II schools are a State's persistently lowest-achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds. In addition, high schools that have had a graduation rate below 60 percent over a number of years may be identified as Tier II.

Tier III schools are any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

For any Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

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.

AVAILABLE WAIVERS:

Through its application for funding to the United States Department of Education, Maryland will seek the following waivers:

- 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. (Tier I, Tier II, and Tier III schools)
- 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.
- Waive Section 1114(a)(1) of the ESEA concerning 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.

Upon approval of Maryland’s application, Maryland will release an application to all eligible LEAs for Title I 1003(g) school improvement funds. An eligible participating LEA may request any or all of the above waivers through the application process. 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 following Local Education Agencies are eligible for these waiver requests:

- *Prince George’s County Public Schools* – Tier I, Tier II, or Tier III schools
- *Baltimore City Public School* – Tier I, II or Tier III schools
- *Any LEA* with a Title I school in improvement, corrective action or restructuring that is identified as a Tier III school under the Title I 1003(g) school improvement grant.

If you have specific comments regarding MSDE’s intent to submit these waiver requests, please send your comments via email to Maria E. Lamb, Director, Program Improvement and Family Support at mlamb@msde.state.md.us or in writing to Maria Lamb, 200 West Baltimore Street,

Baltimore, Maryland 21201-2595. MSDE will accept comments between **January 25, 2010 and February 1, 2010**. Comments received will be forwarded to the United States Department of Education with the

requested waivers as part of our 1003(g) application. If you have any questions regarding the process, please feel free to contact Ms. Lamb by calling (410)767-0310.

Additional information about the Title I School Improvement Grant 1003(g) may be found on the United States Department of Education website www.ed.gov/programs/sif/index.html. Information can also be obtained from the Federal Register and the Code of Federal Regulations is available on GPO Access at: www.gpoaccess.gov/nara/index.html. MSDE has posted an announcement pertaining to these waiver requests on our public website www.marylandpublicschools.org.

MEL/JEN/cm

c: Ann Chafin

Maria Lamb

Debra Lichter

Steve Brooks

LEA Title I Coordinators

Program Improvement and Family Support Specialists

Jim Clark

Cynthia Jacob

PUBLIC COMMENT as of February 4, 2010

1. From Baltimore City Public Schools

Maria:

On behalf of Baltimore City schools, I am writing to express to support for the three waivers MSDE will request from the US Department of Education as part of the ARRA School Improvement Grant application. City Schools endorses your requests and appreciates the forethought involved in developing these waiver requests.

We will submit our anticipated waiver list to you on February 3, 2010.

Please let me know if you need any additional information from City Schools.

Thanks,

Laura Weeldreyer
Deputy Chief of Staff
Baltimore City Schools
200 E. North Avenue
Baltimore, MD 21201
410-396-8803 (O)
410-419-2561 (C)
LWeeldreyer@bcps.k12.md.us

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