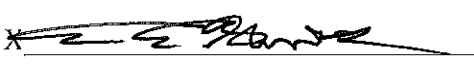


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Pennsylvania Department of Education</p>	<p>Applicant's Mailing Address: 333 Market Street Harrisburg, PA 17126-0333</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Renee Palakovic</p> <p>Position and Office: Chief, Division of Federal Programs</p> <p>Contact's Mailing Address: 333 Market Street Harrisburg, PA 17126-0333</p> <p>Telephone: 717-783-9161</p> <p>Fax: (717)787-8634</p> <p>Email address: rpalakovic@state.pa.us</p>	
<p>Chief State School Officer (Printed Name):</p> <p>Mr. Thomas E. Gluck, Acting Secretary of Education</p>	<p>Telephone:</p> <p>(717)783-9780</p>
<p>Signature of the Chief State School Officer:</p> 	<p>Date:</p> <p>6/9/10</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>	

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

CFDA Numbers: 84.377A; 84.388A



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

OMB Number: 1810-0682
Expiration Date: 06/30/2010

Paperwork Burden Statement

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

SCHOOL IMPROVEMENT GRANTS

Purpose of the 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 final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 (final requirements, attached as Appendix A), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I 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 and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools ("Tier III schools"). (See Appendix C for a chart summarizing the schools included in each tier.) In the 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.

Availability of Funds

For fiscal year (FY) 2009, there is \$3.546 billion available for School Improvement Grants under section 1003(g): \$546 million through the Department of Education Appropriations Act, 2009; and \$3 billion through the American Recovery and Reinvestment Act of 2009 (ARRA).

FY 2009 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2011. In its application for these funds, an SEA may request a waiver of the period of availability to permit the SEA and its LEAs to obligate the funds through September 30, 2013.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate school improvement funds in proportion to the funds received by the States, the Bureau of Indian Education, and the outlying areas, respectively, for the fiscal year (*e.g.*, FY 2009) under Parts A, C, and D of Title I of the ESEA.

An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (summarized in Appendix B). The SEA may retain an amount not to exceed

five percent for State administration, evaluation, and technical assistance, which the Department has awarded to each SEA.

Consultation with the Committee of Practitioners

Before submitting its application for a School Improvement Grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

State Application Process

To apply for a School Improvement Grant, an SEA must submit an application to the Department. This revised School Improvement Grant application form is available on the Department's Web site at: <http://www.ed.gov/programs/sif/applicant.html>.

Please note that an SEA's submission must include the following attachments, as indicated on the application form:

- A list, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Electronic Submission: The Department strongly prefers to receive an SEA's School Improvement Grant application electronically. The SEA should submit it to the following address:

school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its School Improvement Grant application to the following address:

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

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before **February 8, 2010**.

For Further Information

If you have any questions, please contact Dr. Zollie Stevenson, Jr. at (202) 260-0826 or by e-mail at Zollie.Stevenson@ed.gov.

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.

Link to Definition:

http://www.education.state.pa.us/portal/server.pt/community/federal_programs/7374/school_improvement/619986

Appendix A provides a comprehensive list of the Tier I, II and III schools the Pennsylvania Department of Education (PDE) has identified. Tier I and II schools on this list, along with the approved definition for persistently lowest achieving schools, is posted at the link above. Tier I and II schools were identified and placed on this list using the approved definition for persistently lowest achieving schools.

Link to Getting Results Plan:

http://www.pdesas.org/main/fileview/GRv6_EARLY_RELEASE.pdf

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:

The PDE will review all SIG applications to ensure that all LEAs and schools are prepared to implement reforms that are proven to be effective, appropriate to the needs identified and sustainable. The responses to questions below provide a more in-depth look at the process to be implemented.

- (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.

Each LEA will be required to provide a detailed description of the needs assessment process completed and the analysis done to select the intervention to be used in the school. (Schools that have utilized the state school improvement planning framework—Getting Results—and have had the plan approved by PDE will not be required to submit additional information. PDE will require the LEA to list the needs of each school identified through the Getting Results process.)

PDE believes that a thorough needs assessment must include the following:

- Data
 - i. Academic data broken down by subject, grade level, subgroup, classroom, standard and anchor.
 - ii. Student data on behavior, graduation rate, attendance, participation in extended learning and remediation.
 - iii. Professional development data regarding topics covered, number of sessions, length of sessions and participation.
 - iv. Parent data regarding the level of involvement, opportunities for involvement and parent feedback.
 - v. Leadership data regarding teacher needs, classroom observations and students needs.
 - vi. Other data regarding reforms already implemented and either abandoned or maintained, leadership and teacher changes made, building configuration changes made and any other relevant data.
- Analysis
 - i. Data must be reviewed by a group of staff to include representatives of all affected parties (leadership, teachers, parents).
 - ii. Data connections must be made in order to determine where serious academic problems exist and identify anomalies that may or may not indicate serious issues.

- iii. **All** available data must be analyzed and considered important as part of this process.
- **Prioritization of Needs**
 - i. Leadership must review results of data analysis thoroughly. If necessary, outside experts should be consulted to assist in reviewing data analysis.
 - ii. Prioritize the needs identified and identify the 1-3 areas to be addressed in the next school year.
 - iii. Develop a plan for year 2 and beyond to ensure that all identified needs can be addressed if they continue to be identified as ongoing needs.
- **Identification of Solutions**
 - i. Based on data, analysis and prioritization of needs, research reforms, interventions and supports that address the area of need.
 - ii. Extensively review data to support the reforms, interventions and supports to identify those that are proven to be effective in addressing the area of need.
 - iii. Based on the unique needs of the LEA and school identify the reforms, interventions and supports to be implemented.
- **Ongoing Evaluation**
 - i. Determine multiple measures that will be used throughout the implementation process to measure effectiveness.
 - ii. Establish benchmark dates, actions to be taken, persons responsible and use of results.
 - iii. Establish an on-going implementation review process to review benchmark data and alter plans as necessary.

All components are important in the selection of an intervention model and/or the implementation of reforms. Applications will be reviewed and rated using the attached rubric (Appendix C). Points will be awarded using a 3-point scale. Areas awarded 3 points will indicate no further information is necessary and the LEA has provided sufficient detail. Areas awarded 2 points have provided general information in most areas, but lack critical details necessary for making program determinations. These areas may require the LEA to submit additional information before awards will be made. Areas awarded 1 point are below expectations and must be addressed in further detail by the LEA before any funding will be awarded.

- (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.

An LEA will be required to demonstrate within their SIG application the capacity to effectively implement reforms and utilize funds awarded to meet the needs identified. In order to demonstrate this, the LEA's application must:

- **Demonstrate Human Capacity**
 - i. Expertise of staff is adequate to implement reforms
 - ii. Leadership necessary to implement reforms
 - iii. Acquisition of expertise in areas where capacity is limited
 - iv. Human capital plan to attract and retain effective teachers, limit teacher

vacancies, staff hard-to-staff subjects and address the equitable distribution of highly-effective teachers.

- Demonstrate Organizational Capacity
 - i. Processes in place to allow for open communication and consistent collaboration of staff
 - ii. Ability to alter processes and schedules to allow for needed communication and reforms
 - iii. Shared vision and goals among all involved
 - iv. Outside communications with parents, community organizations
- Demonstrate Structural Capacity
 - i. Necessary curriculum, assessments, professional development, hiring policies, etc. in place to effectively implement reforms
 - ii. Proper scaffolding is in place to ensure missing or lacking structural capacity is addressed
- Demonstrate Material Capacity
 - i. Funding necessary (in addition to SIG funding) to implement effective reforms
 - ii. Alignment of state, local and federal resources available to school to support reforms

Appendix B (SIG Application) and Appendix C (Rubric) provides further detail on PDE's expectations for LEAs and the methods to be used to rate and evaluate the applications for capacity.

- (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).

An LEA will be required to submit separate budgets for each school to be funded with SIG funds. Budgets will be reviewed using the following criteria:

- Intervention selected by each school
 - Appropriate funds for each required action;
 - School closure funding for 1 year only
- Areas of need identified and articulated within the SIG application and/or Getting Results Improvement plan;
- Other optional solutions to be implemented with SIG funds;
- Supports to be provided at the LEA-level;
- Timeframe in which solutions are to be implemented;
- Sustainability beyond life of grant

The attached SIG application (Appendix B) provides further detail on PDE's budget expectations for LEAs.

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:

Appendix B (SIG Application) provides complete details on how PDE will collect information on the actions taken and actions to be taken in preparation for implementing SIG interventions. Applications will be reviewed and rated using the attached rubric (Appendix C). Points will be awarded using a 3-point scale. Areas awarded 3 points will indicate no further information is necessary and the LEA has provided sufficient detail. Areas awarded 2 points have provided general information in most areas, but lack critical details necessary for making program determinations. These areas may require the LEA to submit additional information before awards will be made. Areas awarded 1 point are below expectations and must be addressed in further detail by the LEA before any funding will be awarded.

(1) Design and implement interventions consistent with the final requirements.

An LEA's SIG application will identify the intervention(s) selected. Applicants will be required to provide an explanation of the steps taken to ensure that all of the requirements are being addressed and are part of the overall school reform. Each required action will be reviewed using the rubric (Appendix C) and a determination made regarding level of commitment and need for more information.

PDE will award priority points for schools choosing to implement Turnaround and Transformation model depending on the level of implementation of the following key strategies (High Level of Implementation/Planning for Implementation/Not Addressed):

- Implementation of a rigorous research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions;
- Implementation of the fair assessments that are aligned with standards;
- Implementation of an early warning system for grades 6 and above that uses real-time student data;
- Implementation and effective use of a student information system;
- Collaboration (at least twice weekly) time for teachers to review real-time student data to drive instruction;
- Implementation of new teacher induction that includes side-by-side mentoring by highly-effective teachers;
- Implementation of a multi-measure evaluation system for teachers and principals that provides at least annual evaluation and timely and constructive feedback;
- Implementation of a comprehensive, coherent approach to professional development that is based on student and teacher needs and includes professional development for IB/AP or dual enrollment;
- Design and implementation of quality early childhood programs;
- Expansion, implementation or maintenance of Reading Recovery or a comparable elementary reading intervention model for all students below grade level in grades 1-3. (Elementary schools only)

The attached rubric (Appendix C) will be used to ensure that all of the final requirements for each of the four reform models are included within the LEA application AND

designed and implemented in a manner that will be effective.

Tier III schools choosing NOT to implement one of the four models will be reviewed to ensure that:

- Only eligible schools apply for funding;
- Funds will be used for research-based, effective practices that align with the needs of the school;
- Sufficient capacity exists within the LEA and school to support the Tier III strategies and interventions;
- Appropriate timelines, goals and benchmarks are established for the implementation of the strategies and interventions;
- Necessary and appropriate professional development plans are developed and implemented to support the strategies and interventions;
- Necessary and appropriate evaluation and benchmarking is planned and implemented to ensure students meet goals established; and
- Funds requested are appropriate and budgeted to support the strategies and interventions to be implemented.

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

If external providers are being used by an LEA, the SIG application requires an explanation of the selection process, the evidence to indicate the provider can meet the needs of the school and the evaluation process to be used with each external provider.

The methods and processes used by the LEA to recruit, screen and select external providers are evaluated using the rubric (Appendix C). The rubric addresses this issue in two separate areas within the rubric: Quality of Reform Plan and Capacity to Serve Tier I and Tier II Schools. PDE will assess this particular item by looking at schools implementing the Restart Model and determining if adequate recruiting, screening and selection of CMO/EMOs took place (Quality of Reform Plan) AND by reviewing each school's processes for obtaining outside expertise in implementing all other models (Capacity to Serve Tier I and Tier II Schools).

(3) Align other resources with the interventions.

LEAs will be required to commit to align all school-level resources with the intervention selected and LEA-level resources, as needed, to the support of the selected intervention. This information is required within the Material Capacity section of the SIG Applications (Appendix B). The rubric (Appendix C) provides the criteria to be used by the readers to determine the appropriateness of the information provided by the LEA.

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

This item will be addressed mainly within the capacity portion of the SIG application. LEAs must demonstrate their organizational and structural capacity to fully and effectively implement the interventions selected. This section of the LEA application requires each school to specifically discuss the policies and procedures that will be created, modified or

eliminated in order to effectively implement the model. Within other sections of the application, the LEA will provide additional information regarding the actions to be taken, processes and practices to be changed and the timelines for completing.

The attached rubric (Appendix C) will be used to evaluate and assess the commitment of the LEA and school to modify practices and policies as necessary to effectively implement the model selected.

(5) Sustain the reforms after the funding period ends.

LEAs must provide a plan for sustaining interventions beyond the 3-year grant period for SIG funds. Documentation includes other funding sources to be used to maintain salaries & benefits of additional staff; cost savings to occur in other areas once interventions take hold; costs that will not continue beyond the 3-year period; plans to build in-house capacity and therefore sustain interventions with existing staff.

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.

Each LEA's SIG application will be reviewed individually and the PDE will consider each LEA's circumstances individually. The basis for our review will be the following:

- Intervention model selected
- Needs of the school(s)
- Availability of outside experts
- Availability of replacement staff
- Buy in of staff
- Current fiscal situation of LEA and school
- Time needed to implement intervention model
- Number of buildings in Tier I and II
- AYP status of all buildings within the LEA
- Union, parent, community and board support

The attached rubric (Appendix C) provides specific evaluative information that will be used to determine if an LEA has the capacity to serve more schools.

If, after review of information submitted, PDE believes an LEA has sufficient capacity to serve

more Tier I or II schools than applied for, direct contact will be made with the LEA to discuss concerns. If the LEA cannot satisfy the issues surrounding capacity and it is clear that more Tier I and II schools can and should be served, the application will receive lower priority when funding decisions are made. (i.e. those LEAs willing to serve all Tier I and II schools within their capacity will receive funds before these LEAs.)

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

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

- June 2010: Release SIG applications to LEAs with one more Tier I and/or Tier II schools

The online egrant application is ready to be released to LEAs upon approval of the SIG application. A copy of the documents submitted to USDE thus far has been posted on PDE's website.

During the month of April, PDE will recruit and train at least 10 educators that have experience in school reform, effective leadership, coaching, curriculum and administration to participate in the peer review of competitive applications.

- June/July 2010: Completed SIG applications due in the Division of Federal Programs

- July 2010: Applications reviewed, scored and ranked

The peer review process to be implemented will use the attached rubric (Appendix C). Peer reviewers will be brought together for a minimum of 3 days, trained and provided the necessary materials and time to review all Tier I and II competitive applications.

PDE's normal competitive grant reading process requires that grants be read by 4-5 different reviewers and then the results z-scores for reliability. Based on the number of grants received, the number of reviewers and the times read will be adjusted as necessary.

Based on scores and comments, if additional information is required from LEAs in order to make a final determination, it will be collected within a 10-day period and then re-reviewed before a final determination is made.

- July 2010: Tier I and Tier II awards announced

Awardees will be announced via PennLink. Awardees will be brought together and provided in-depth instruction and information regarding the steps to be taken—additional application requirements, reporting requirements, contact names/address, etc.

- August 2010: LEAs with one or more Tier III schools invited to apply for SIG funds, if funds remain

If funds remain after initial awards are determined, a second round of competition will open so that Tier III schools can be considered. LEAs with Tier III schools will be contacted directly and participate in a webinar to outline requirements and deadlines.

- August 2010: Tier III SIG applications due in the Division of Federal Programs
- September 2010: Tier III awards announced

Awardees will be announced via PennLink. Awardees will be brought together and provided in-depth instruction and information regarding the steps to be taken—additional application requirements, reporting requirements, contact names/address, etc.

- September 2010: Tier I and Tier II interventions begin

PDE will begin the implementation of the process to review school benchmark data, visit schools, monitor progress and provide technical assistance as necessary.

- (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 with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

PDE will require each LEA to develop, as outlined within the attached SIG application, school-level performance measures and annual goals for each school to receive SIG funds. Performance measures must include plan milestones, interim performance measures and annual performance goals.

PDE will develop an annual report to be submitted prior to the awarding of 2nd and 3rd year funds that will require each participating school to document its progress toward established annual goals. Schools failing to meet one or more annual goals will be

required to provide information to justify why goals were not met, where breakdowns occurred, what corrections were made and/or will be made and assurance that corrective actions will enable the school to meet the next year goals. Schools required to take corrective actions will receive increased monitoring during the following school year to ensure that progress continues and corrections are made. Schools failing to meet the next year's goals will not receive 3rd year funding, unless PDE determines that a school has made significant progress toward meeting goals. Determinations on continued funding when a school fails to meet goals will be made on a case-by-case basis based on data that demonstrates progress.

- (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 with respect to one or more Tier III schools in the LEA that are not meeting those goals.

Tier III schools will be handled in the same manner as Tier I and Tier II schools.

- (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.

LEAs and schools receiving SIG funds will be monitored by PDE in many ways. First, a system of monitoring will be developed to review school progress at least three times per year. Under this system, schools will be required to provide progress reports to PDE and for those assessed as "behind" for two consecutive reviews will see their SIG payments withheld. Areas to be reviewed on progress reports will be required actions taken or being planned; fidelity to implementation plan/SIG application; appropriate level of LEA support; outside supports in place; meeting established benchmarks as specified within SIG application; and appropriate implementation of timelines. Second, PDE's state system of support provides on-site assistance through distinguished educators, leadership training, school improvement planning, standards-aligned-systems training and data review and analysis training. All of the members of this support system currently work directly with PDE to ensure proper implementation of initiatives and progress toward improvement. This work will continue throughout the life of the SIG. Finally, staff in the Division of Federal Programs will be conducting on-site visits of schools that indicate problems or obstacles within progress reports. When the first progress report indicates that things are off-track or "behind", an on-site visit will be scheduled within 2 weeks to assist with getting back on track and ensuring the next progress report does not indicate the school is "behind" again. Additionally, once a school's funding is withheld due to two consecutive reviews being "behind", another on-site visit will be conducted within 2 weeks to work in assisting with reforms efforts so that funds can begin to flow again.

- (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.

PDE will hold two separate competitions in order to carry out the initial prioritization as required by the final SIG requirements:

- Tier I and Tier II Schools in first competition
- Tier III Schools in second competition, if funding is available

In both competitions, the following priorities will be used to fund eligible schools:

1. Schools identified as Persistently Lowest Achieving in Tier I;
2. Schools identified as “Additional Tier I Schools”;
3. Schools identified as Persistently Lowest Achieving in Tier II;
4. Schools identified as “Additional Tier II Schools”;

Priority points will be awarded to LEAs as outlined within the rubric (Appendix C).

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

All Tier III schools will be prioritized based on the quality of their applications around one or more of the following areas:

- Strengthening and expanding the standards aligned system and developing data systems capable of supporting the reform;
- Developing of a world-class human capital pipeline for teachers and leaders;
- Developing a multi-measure evaluation system;
- Creating and implementing a coherent and sustained approach to professional development;
- Implementing specific strategies to turn around the lowest performing schools:
 - Priority points will be awarded to elementary schools implementing Reading Recovery or a comparable reading intervention model for students below grade level in grades 1-3.

- (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 PDE does not intend to take over any Tier I or Tier II schools and PDE does not intend to provide services directly to any schools, other than technical assistance provided through the State System of Support and/or Race to the Top.

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

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).
- N/A 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.

PDE uses the state-level funds awarded through SIG to continue the state-wide system of support for schools. This support system provides distinguished educators for the lowest achieving schools, leadership training for principals, distinguished school leaders for specific sub-group needs, direct assistance for school improvement planning and implementation and support for Reading and Math coaches.

The criteria for inclusion in these state-wide initiatives centers around identification for school improvement or corrective action, district improvement, persistently lowest achieving and SIG. Schools identified for any of these categories are given priority over those schools making AYP and meeting the academic needs of their students.

The Pennsylvania Inspired Leadership Initiative is a state-wide, standards-based leadership development and support system for school leaders. The cohort-based program is delivered through a regional collaboration of Intermediate Units and other partners.

There are two program components: "GROW" for principals and assistant principals with three years or less of experience; and "SUPPORT" for experienced school leaders.

Both the GROW and the SUPPORT program components of the PA Inspired Leadership Initiative have been designed to address the following three "core" leadership standards:

- The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
- The leader is grounded in standards-based systems theory and design and is able to transfer that knowledge to his/her job as the architect of standards-based reform in the school.
- The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

In addition, the SUPPORT Program of the Initiative also focuses on six "corollary" standards.

The curriculum and delivery of these six standards are regionally determined:

- The leader creates a culture of teaching and learning with an emphasis on learning.
- The leader manages resources for effective results.
- The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.
- The leader operates in a fair and equitable manner with personal and professional dignity.
- The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.
- The leader supports professional growth of self and others through practice and inquiry.

Each PA Inspired Leadership Initiative Region has a full-time Site Coordinator who assists with program delivery and support (see list of Project Team members and Regional Site Coordinators). In addition, each region has an Advisory Committee to assist in the design, implementation and evaluation of the regional leadership initiative.

Distinguished Educators will work with struggling districts and schools as part of a team to build capacity and to provide assistance aimed at improving student achievement. DE's can be current or retired administrators, teachers, specialists and consultants with a wide range of experience and expertise, and are selected following a multiple-step application process.

Distinguished Educators serve as full-time members of a core team focused on instructional leadership and providing specific assistance based on targeted needs. The Distinguished Educator initiative requires a two-year commitment.

Distinguished School Leaders are provided to schools and districts struggling to close the achievement gaps between subgroups of students, but specifically the IEP subgroups. These leaders work directly with school leaders and teachers to understand the data and determine solutions. Assistance is available to schools as needed can be requested at any time.

Each of the 29 Intermediate Units (IUs) in the Commonwealth is a partner with the PDE to provide support and professional development to those school districts and schools they serve. This support can be in the form of data analysis, root cause analysis, school improvement planning, training and on-site assistance. Schools identified for improvement work with their IUs to review data, determine root cases, identify solutions and implement strategies to effect change. IU staff work directly with Distinguished Educators, Distinguished School Leaders and PDE staff to assist struggling schools.

Pennsylvania currently consolidates its federal administrative funds to support the administration of Title I, Title IIA, Title IID and Title III. A majority of monitoring activities will be conducted by current staff in the Division of Federal Programs and current monitors utilized by the Division of Federal Programs. No additional staff will be hired with SIG funds at the state level. A portion of the state-level SIG funds will be used to pay for the peer review of SIG applications and any monitoring or technical assistance that may be required

over and above the current support provided by the PDE.

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

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

- The SEA has consulted with other relevant stakeholders, including PAFPC membership, IU Executive Directors and Superintendents.

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.

_____ Pennsylvania _____ 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.

N/A 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. (PA is an Ed Flex State and already has the authority to issue this waiver if necessary.)

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, or 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.

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ACADEMY CS	ACADEMY CS	420013300866		1			1
ACHIEVEMENT HOUSE CS	ACHIEVEMENT HOUSE CS	420012800843	1			1	
AGORA CYBER CS	AGORA CYBER CS	420014000896			1		
ALQUIPPA SD	ALQUIPPA MS	420213010016			1		
ALQUIPPA SD	ALQUIPPA SHS	420213006554		1			1
ALLENTOWN CITY SD	CENTRAL EL SCH	420228002790	1				1
ALLENTOWN CITY SD	FRANCIS D RAUB MS	420228002792		1			1
ALLENTOWN CITY SD	HARRISON-MORTON MS	420228002791		1			1
ALLENTOWN CITY SD	JEFFERSON EL SCH	420228002774			1		
ALLENTOWN CITY SD	LOUIS E DIERUFF HS	420228002795		1			1
ALLENTOWN CITY SD	SHERIDAN EL SCH	420228006448			1		
ALLENTOWN CITY SD	TREXLER MS	420228004929		1			1
ALLENTOWN CITY SD	UNION TERRACE EL SCH	420228002785			1		
ALLENTOWN CITY SD	WILLIAM ALLEN HS	420228002794		1			1
ALTOONA AREA SD	JUNIATA EL SCH	420234000895			1		
ALTOONA AREA SD	PENN-LINCOLN EL SCH	420234000909			1		
ALTOONA AREA SD	WASHINGTON-JEFFERSON EL SCH	420234006708			1		
ALTOONA AREA SD	WRIGHT EL SCH	420234005302			1		
ANTONIA PANTOJA COMMUNITY CS	ANTONIA PANTOJA COMMUNITY CS		1				1
APOLLO-RIDGE SD	APOLLO RIDGE EL	420255000779			1		
BANGOR AREA SD	BANGOR AREA MS	420300005257			1		
BANGOR AREA SD	BANGOR AREA SHS	420300003434			1		
BANGOR AREA SD	DOMENICK DEFRANCO EL	420300010001			1		
BEDFORD AREA SD	BEDFORD ELEMENTARY	420318000347			1		
BELLE VERNON AREA SD	MARION EL SCH	420321004328			1		
BENSALEM TOWNSHIP SD	FAUST EL SCH	420333001008			1		
BENSALEM TOWNSHIP SD	RUSH EL SCH	420333004675			1		
BETHLEHEM AREA SD	BROUGHAL MS	420357003464			1		
BETHLEHEM AREA SD	DONEGAN EL SCH	420357006722			1		
BETHLEHEM AREA SD	FOUNTAIN HILL EL SCH	420357006723			1		

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
BLOOMSBURG AREA SD	BLOOMSBURG AREA MS	420384001611			1		
BRANDYWINE HEIGHTS AREA SD	BRANDYWINE HEIGHTS MS	420405006309			1		
BRISTOL TOWNSHIP SD	BARTON EL SCH	420423001021			1		
BROWNSVILLE ASD	BROWNSVILLE AREA HS	420408004818		1			
CAREER CONNECTIONS CHS	CAREER CONNECTIONS CHS	420004500411		1			1
CENTRAL DAUPHIN SD	CENTRAL DAUPHIN EAST SHS	420540001746		1			1
CENTRAL GREENE SD	WAYNESBURG CENTRAL EL	420543000238			1		
CHAMBERSBURG AREA SD	CHAMBERSBURG AREA MS	420555006615			1		
CHAMBERSBURG AREA SD	CHAMBERSBURG AREA SH	420555002191			1		
CHAMBERSBURG AREA SD	FAUST JHS	420555002190			1		
CHESTER COMM CS	CHESTER COMM CS	420003500388			1		
CHESTER-UPLAND SD	CHESTER HS	420586006492	1				
CHESTER-UPLAND SD	COLUMBUS EL SCH	420586006491	1				1
CHESTER-UPLAND SD	MAIN STREET SCH	420586001958			1		
CHESTER-UPLAND SD	THE VILLAGE AT CHESTER UPLAND		1				1
CHICHESTER SD	CHICHESTER MS	420591009943			1		
CLAIRTON CITY SD	CLAIRTON HS	420603007188		1			1
CLAIRTON CITY SD	CLAIRTON MS	420603000059		1			1
CLARION AREA SD	CLARION AREA EL SCH	420606005217			1		
CLEARFIELD AREA SD	CLEARFIELD AREA HS	420615006236			1		
COATESVILLE AREA SD	COATESVILLE AREA SHS	420624005012			1		
COATESVILLE AREA SD	REECEVILLE EL SCH	420624010009			1		
COATESVILLE AREA SD	SCOTT MIDDLE SCHOOL	420624000728			1		
COLUMBIA BOROUGH SD	COLUMBIA JSHS	420636002515			1		
COLUMBIA BOROUGH SD	PARK EL SCH	420636006998			1		
COMMONWEALTH CONNECTIONS ACAD CS	COMMONWEALTH CONNECTIONS ACAD CS	420011900756			1		
COMMUNITY ACADEMY OF PHILADELPHIA CS	COMMUNITY ACADEMY OF PHILADELPHIA CS	420001300318	1				1
CONEWAGO VALLEY SD	CONEWAGO VALLEY INTRMD SCH	420655000841			1		
CONNELLSVILLE AREA SD	CONNELLSVILLE AREA S	420666005228			1		
CONNELLSVILLE AREA SD	CONNELLSVILLE JHS EA	420666002105			1		

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
CONNELLSVILLE AREA SD	CONNELLSVILLE JHS WE	420666002113			1		
CONNELLSVILLE AREA SD	DUNBAR TWP EL SCH	420666005048			1		
CONNELLSVILLE AREA SD	SPRINGFIELD EL SCH	420666002172			1		
CONNELLSVILLE AREA SD	ZACHARIAH CONNELL EL	420666004939			1		
CORNELL SD	CORNELL SHS	420681006946		1			
CORRY AREA SD	CORRY AREA HS	420686001998		1			
CRAWFORD CENTRAL SD	EAST END EL SCH	420708001645			1		
DELAWARE VALLEY CHS	DELAWARE VALLEY CHS	420007800563		1			1
DISCOVERY CHARTER SCHOOL	DISCOVERY CHARTER SCHOOL	420012100757			1		
DR ROBERT KETTERER CS	DR ROBERT KETTERER CS	420002100344		1			1
DUQUESNE CITY SD	DUQUESNE CONSOLIDATED SCH	420801000924	1				1
EAST ALLEGHENY SD	EAST ALLEGHENY HS	420806005193		1			
EAST STROUDSBURG AREA SD	BUSHKILL EL SCH	420867000373			1		
EAST STROUDSBURG AREA SD	RESICA EL SCH	420867000130			1		
ERIE CITY SD	AEP/TRANSITION SCH	420930000871		1			1
ERIE CITY SD	P E A C E SCH OF EXCELLENCE	420930000940	1				1
ERIE CITY SD	STRONG VINCENT HS	420930002027		1			
FARRELL AREA SD	FARRELL AREA ES/LMS	420969007143			1		
FARRELL AREA SD	FARRELL AREA HS/UMS	420969005248		1			1
FOREST HILLS SD	FOREST HILLS HS	420994001191			1		
GREATER JOHNSTOWN SD	EAST SIDE EL SCH	421095007120			1		
GREATER NANTICOKE AREA SD	GNA ELEM CTR	421629000733			1		
GREATER NANTICOKE AREA SD	GREATER NANTICOKE AREA ED CTR	421629000469			1		
HANOVER AREA SD	HANOVER AREA MEMORIAL EL SCH	421142007205			1		
HANOVER AREA SD	LYNDWOOD EL SCH	421142002889			1		
HARDY WILLIAMS ACADEMY CS	RENAISSANCE ADVANTAGE CS	420006200504	1				1
HARMONY AREA SD	HARMONY AREA HS	421152001547		1			1
HARRISBURG CITY SD	BENJAMIN FRANKLIN SCHOOL	421158001764			1		
HARRISBURG CITY SD	CAMP CURTIN SCH	421158001769	1				1
HARRISBURG CITY SD	CAREER TECHNOLOGY ACADEMY	421158001012	1				

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
HARRISBURG CITY SD	FOOSE SCH	421158001766	1				1
HARRISBURG CITY SD	HAMILTON SCH	421158001757	1				1
HARRISBURG CITY SD	HARRISBURG HS	421158006333		1			1
HARRISBURG CITY SD	LINCOLN SCH	421158001758	1				1
HARRISBURG CITY SD	MARSHALL SCH	421158001759	1				1
HARRISBURG CITY SD	MELROSE SCH	421158001767	1				1
HARRISBURG CITY SD	ROWLAND SCH	421158000456		1			1
HARRISBURG CITY SD	SCOTT SCH EARLY CHILDHOOD CTR	421158000557	1				1
HARRISBURG CITY SD	STEELE SCH	421158006110	1				1
HAZLETON AREA SD	HAZLETON AREA HS	421170000026		1			1
HAZLETON AREA SD	HEIGHTS TERRACE EL/MIDDLE	421170006930			1		
HAZLETON AREA SD	WEST HAZLETON EL/MS	421170000370			1		
HOPE CS	HOPE CS	420010300658	1				
IMHOTEP INSTITUTE CS	IMHOTEP INSTITUTE CS	420003800393			1		
KEYSTONE EDUCATION CENTER CS	KEYSTONE EDUCATION CENTER CS	420001100272		1			1
KEYSTONE OAKS SD	KEYSTONE OAKS MS	421275000197			1		
LA ACADEMIA CS	LA ACADEMIA CS	420002600359	1				
LANCASTER SD	GEORGE WASHINGTON EL	421314002589			1		
LANCASTER SD	HAND MS	421314002593		1			1
LANCASTER SD	KING EL SCH	421314005056			1		
LANCASTER SD	LINCOLN MS	421314002595			1		
LANCASTER SD	MCCASKEY CAMPUS	421314002596		1			1
LANCASTER SD	PRICE EL SCH	421314006762			1		
LANCASTER SD	REYNOLDS MS	421314002594		1			1
LANCASTER SD	ROSS EL SCH	421314002587			1		
LANCASTER SD	WHEATLAND MS	421314002600			1		
LEBANON SD	HARDING EL SCH	421344006616			1		
LEBANON SD	LEBANON MS	421344002754			1		
LEBANON SD	LEBANON SHS	421344005155		1			
LEBANON SD	NORTHWEST EL SCH	421344006894			1		

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
LINCOLN CHARTER SCHOOL	LINCOLN CHARTER SCHOOL	420006500567			1		
MARIANA BRACETTI ACADEMY CS	MARIANA BRACETTI ACADEMY CS	420007900564		1			1
MCKEESPORT AREA SD	CORNELL MS	421494000224			1		
MCKEESPORT AREA SD	MCKEESPORT AREA SHS	421494006105		1			
MILLCREEK TOWNSHIP SD	MILLCREEK LEARNING CENTER			1			1
MONESSEN CITY SD	MONESSEN MS	421560000087			1		
MOSHANNON VALLEY SD	MOSHANNON VALLEY JSH	421596001550			1		
MOUNT UNION AREA SD	MOUNT UNION AREA SHS	421602006104		1			
MOUNT UNION AREA SD	MOUNT UNION-KISTLER EL SCH	421602000670			1		
MOUNTAIN VIEW SD	MOUNTAIN VIEW EL SCH	421605009997			1		
MUHLENBERG SD	MUHLENBERG ELEM CTR	421620004919			1		
MULTI-CULTURAL ACADEMY CS	MULTI-CULTURAL ACADEMY CS	420004000399		1			1
NEW HOPE ACADEMY CS	NEW HOPE ACADEMY CS	420075603412		1			1
NEW MEDIA TECHNOLOGY CS	NEW MEDIA TECHNOLOGY CS	420013200850		1			1
NEWPORT SD	NEWPORT MS	421689006078			1		
NORRISTOWN AREA SD	NORRISTOWN AREA HS	421698006729		1			1
NORRISTOWN SD	EAST NORRITON MS	421698003265			1		
NORRISTOWN SD	EISENHOWER MS	421698003321			1		
NORRISTOWN SD	STEWART MS	421698003320			1		
NORTHAMPTON AREA SD	GEORGE WOLF ELEM SCHOOL	421737005062			1		
NORTHEAST BRADFORD SD	NORTHEAST BRADFORD E	421746005209			1		
NORTHEASTERN YORK SD	SPRING FORGE INTERMED SCH	421752000525			1		
NUEVA ESPERANZA ACADEMY CS	NUEVA ESPERANZA ACADEMY CS	420007600552		1			1
OIL CITY AREA SD	OIL CITY AREA MS	421809007292			1		
OXFORD AREA SD	ELK RIDGE SCHOOL	421830000041			1		
OXFORD AREA SD	NOTTINGHAM SCH	421830006623			1		
PA CYBER CS	PA CYBER CS	420007100534			1		
PA DISTANCE LEARNING CS	PA DISTANCE LEARNING CS	420012500839	1			1	
PA VIRTUAL CS	PA VIRTUAL CS	420008800587			1		
PANTHER VALLEY SD	PANTHER VALLEY EL SC	421845001322			1		

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
PANTHER VALLEY SD	PANTHER VALLEY SHS	421845006693		1			
PENN HILLS SD	PENN HILLS SHS	421859000309		1			
PENNS VALLEY AREA SD	PENNS VALLEY AREA JSHS	421881006231			1		
PENNSYLVANIA LEADERSHIP CHARTER SCHOOL	PENNSYLVANIA LEADERSHIP CHARTER SCHOOL	420012700837			1		
PEQUEA VALLEY SD	PEQUEA VALLEY INTRMD	421890006300			1		
PERSEUS HOUSE CS OF EXCELLENCE	PERSEUS HOUSE CS OF EXCELLENCE	420011500738	1			1	
PHILADELPHIA ACAD CS	PHILADELPHIA ACAD CS	420006100503			1		
PHILADELPHIA CITY SD	ALCORN JAMES SCH	421899003617	1				1
PHILADELPHIA CITY SD	ALLEN DR ETHEL SCH	421899005292	1				1
PHILADELPHIA CITY SD	ALLEN ETHAN SCH	421899003758			1		
PHILADELPHIA CITY SD	ANDERSON ADD B SCH	421899003804			1		
PHILADELPHIA CITY SD	BACHE-MARTIN SCH	421899003618			1		
PHILADELPHIA CITY SD	BARRY COMM JOHN SCH	421899006744	1				1
PHILADELPHIA CITY SD	BARTON CLARA SCH	421899003732			1		
PHILADELPHIA CITY SD	BEEBER DIMNER MS	421899003814		1			1
PHILADELPHIA CITY SD	BETHUNE MARY MCLEOD SCH	421899005183	1				1
PHILADELPHIA CITY SD	BIRNEY GEN DAVIS B SCH	421899003733	1				1
PHILADELPHIA CITY SD	BLAINE JAMES G SCH	421899003662	1				1
PHILADELPHIA CITY SD	BLANKENBURG RUDOLPH	421899003663			1		
PHILADELPHIA CITY SD	BLUFORD GUION EL SCH	421899003792	1				1
PHILADELPHIA CITY SD	BROWN JOSEPH H SCH	421899006529			1		
PHILADELPHIA CITY SD	BRYANT WILLIAM C SCH	421899003601	1				1
PHILADELPHIA CITY SD	CARNELL LAURA H SCH	421899003734			1		
PHILADELPHIA CITY SD	CARROLL CHARLES SCH	421899004728		1			1
PHILADELPHIA CITY SD	CASSIDY LEWIS C SCH	421899003664			1		
PHILADELPHIA CITY SD	CAYUGA SCHOOL	421899000105			1		
PHILADELPHIA CITY SD	CHESTER A ARTHUR	421899003805			1		
PHILADELPHIA CITY SD	CLEMENTE ROBERTO MS	421899006767		1			1
PHILADELPHIA CITY SD	CLEVELAND GROVER SCH	421899003666			1		
PHILADELPHIA CITY SD	CLYMER GEORGE SCH	421899004733	1				1

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
PHILADELPHIA CITY SD	COMEGYS BENJAMIN B SCH	421899003782			1		
PHILADELPHIA CITY SD	COMMUNICATIONS TECHNOLOGY HS	421899000767		1			1
PHILADELPHIA CITY SD	COOKE JAY MS	421899003815		1			1
PHILADELPHIA CITY SD	CREIGHTON THOMAS SCH	421899003736			1		
PHILADELPHIA CITY SD	DAROFF SAMUEL SCH	421899006763	1				1
PHILADELPHIA CITY SD	DEBURGOS BILINGUAL MAGNET MS	421899007229	1				1
PHILADELPHIA CITY SD	DICK WILLIAM SCH	421899003786			1		
PHILADELPHIA CITY SD	DISSTON HAMILTON SCH	421899003763			1		
PHILADELPHIA CITY SD	DOBBINS AVT HS	421899003841		1			1
PHILADELPHIA CITY SD	DOUGLAS STEPHEN A SCH	421899003787		1			1
PHILADELPHIA CITY SD	DOUGLASS FREDERICK SCH	421899003624	1				1
PHILADELPHIA CITY SD	DREW CHARLES R SCH	421899003604	1				1
PHILADELPHIA CITY SD	DUCKREY TANNER SCH	421899005040	1				1
PHILADELPHIA CITY SD	DUNBAR PAUL L SCH	421899003687	1				1
PHILADELPHIA CITY SD	EDISON HS - FAREIRA SKILLS	421899003849	1			1	
PHILADELPHIA CITY SD	EDMUNDS HENRY R SCH	421899003737	1				1
PHILADELPHIA CITY SD	ELKIN LEWIS SCH	421899003688	1				1
PHILADELPHIA CITY SD	ELLWOOD SCH	421899003738			1		
PHILADELPHIA CITY SD	FAIRHILL SCH	421899005039			1		
PHILADELPHIA CITY SD	FARRELL LOUIS H SCH	421899003779			1		
PHILADELPHIA CITY SD	FELS SAMUEL HS	421899003816	1				
PHILADELPHIA CITY SD	FELTONVILLE INTERMEDIATE SCHOOL	421899003751	1				1
PHILADELPHIA CITY SD	FELTONVILLE SCH OF ARTS & SCIENCES	421899000054		1			1
PHILADELPHIA CITY SD	FERGUSON JOSEPH C SCH	421899003690			1		
PHILADELPHIA CITY SD	FITZSIMONS THOMAS HS	421899003817		1			1
PHILADELPHIA CITY SD	FORREST EDWIN SCH	421899003764			1		
PHILADELPHIA CITY SD	FRANKFORD HS	421899003850	1				
PHILADELPHIA CITY SD	FRANKLIN BENJAMIN SCH	421899010014			1		
PHILADELPHIA CITY SD	FRANKLIN BENJAMIN HS	421899003851		1			1
PHILADELPHIA CITY SD	FULTON ROBERT SCH	421899003791			1		

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
PHILADELPHIA CITY SD	FURNESS HORACE HS	421899003818		1			1
PHILADELPHIA CITY SD	GERMANTOWN HS	421899003852	1				
PHILADELPHIA CITY SD	GILLESPIE ELIZ D MS	421899003819		1			1
PHILADELPHIA CITY SD	GIRARD STEPHEN SCH	421899003776			1		
PHILADELPHIA CITY SD	GRATZ SIMON HS	421899003853	1				
PHILADELPHIA CITY SD	GROVER WASHINGTON MS	421899000549			1		
PHILADELPHIA CITY SD	HARDING WARREN G MS	421899003820		1			1
PHILADELPHIA CITY SD	HARRISON WILLIAM H SCH	421899003793	1				1
PHILADELPHIA CITY SD	HARRITY WILLIAM F SCH	421899003608	1				1
PHILADELPHIA CITY SD	HARTRANFT JOHN F SCH	421899005125	1				1
PHILADELPHIA CITY SD	HOPKINSON FRANCIS SCH	421899003742			1		
PHILADELPHIA CITY SD	HUNTER WILLIAM EL	421899003693			1		
PHILADELPHIA CITY SD	JACKSON ANDREW SCH	421899003642			1		
PHILADELPHIA CITY SD	JOHN BARTRAM HS	421899003847	1				
PHILADELPHIA CITY SD	JONES JOHN PAUL MS	421899003821		1			1
PHILADELPHIA CITY SD	KELLEY WILLIAM D SCH	421899003626	1				1
PHILADELPHIA CITY SD	KENDERTON SCH	421899003795	1				1
PHILADELPHIA CITY SD	KENSINGTON CREATIVE & PERFORMING ARTS HS	421899000901		1			1
PHILADELPHIA CITY SD	KENSINGTON CULINARY ARTS	421899000907		1			1
PHILADELPHIA CITY SD	KENSINGTON INTL BUSINESS FINANCE	421899000900	1				
PHILADELPHIA CITY SD	KING MARTIN LUTHER HS	421899006675	1				
PHILADELPHIA CITY SD	KINSEY JOHN L SCH	421899003715			1		
PHILADELPHIA CITY SD	LA BRUM GEN J HARRY	421899006825			1		
PHILADELPHIA CITY SD	LAMBERTON ROBERT E SCH	421899003670			1		
PHILADELPHIA CITY SD	LAMBERTON ROBERT HS	421899000823		1			1
PHILADELPHIA CITY SD	LAWTON HENRY W SCH	421899003744			1		
PHILADELPHIA CITY SD	LEA HENRY C SCH	421899006530		1			1
PHILADELPHIA CITY SD	LEEDS MORRIS E MS	421899003822			1		
PHILADELPHIA CITY SD	LEVERING WILLIAM SCH	421899003716			1		
PHILADELPHIA CITY SD	LINCOLN ABRAHAM HS	421899003845	1			1	

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
PHILADELPHIA CITY SD	LOCKE ALAIN SCH	421899004732	1				1
PHILADELPHIA CITY SD	LONGSTRETH WILLIAM C SCH	421899006533		1			1
PHILADELPHIA CITY SD	LOWELL JAMES R SCH	421899003746			1		
PHILADELPHIA CITY SD	LUDLOW JAMES R SCH	421899003694			1		
PHILADELPHIA CITY SD	MANN WILLIAM B SCH	421899003672	1				1
PHILADELPHIA CITY SD	MARSHALL JOHN SCH	421899003797			1		
PHILADELPHIA CITY SD	MASTBAUM JULES E AVTS	421899003842		1			1
PHILADELPHIA CITY SD	MAYFAIR SCH	421899003769			1		
PHILADELPHIA CITY SD	MCCALL GEN GEORGE A	421899003648			1		
PHILADELPHIA CITY SD	MCKINLEY WILLIAM SCH	421899005293	1				1
PHILADELPHIA CITY SD	MCMICHAEL MORTON SCH	421899003611	1				1
PHILADELPHIA CITY SD	MEADE GEN GEORGE C SCH	421899003630	1				1
PHILADELPHIA CITY SD	MEEHAN AUSTIN MS	421899006768			1		
PHILADELPHIA CITY SD	MIFFLIN THOMAS SCH	421899003720	1				1
PHILADELPHIA CITY SD	MOORE J HAMPTON SCH	421899003770			1		
PHILADELPHIA CITY SD	MORRIS ROBERT SCH	421899004868			1		
PHILADELPHIA CITY SD	MORRISON ANDREW J SCH	421899003749			1		
PHILADELPHIA CITY SD	MORTON THOMAS G SCH	421899006535	1				1
PHILADELPHIA CITY SD	MUNOZ-MARIN ELEM	421899000331			1		
PHILADELPHIA CITY SD	NORTHEAST HS	421899003855			1		
PHILADELPHIA CITY SD	OLNEY EL SCH	421899003750			1		
PHILADELPHIA CITY SD	OLNEY HS EAST	421899000903		1			1
PHILADELPHIA CITY SD	OLNEY HS WEST-704	421899000904	1				
PHILADELPHIA CITY SD	OVERBROOK EDU CTR	421899006960			1		
PHILADELPHIA CITY SD	OVERBROOK HS	421899003857		1			1
PHILADELPHIA CITY SD	PARKWAY NORTHWEST	421899006548		1			1
PHILADELPHIA CITY SD	PASTORIUS FRANCIS P SCH	421899003721	1				1
PHILADELPHIA CITY SD	PAUL ROBESON HS FOR HUMAN SERVICES	421899000765		1			1
PHILADELPHIA CITY SD	PEIRCE THOMAS M SCH	421899003675	1				1
PHILADELPHIA CITY SD	PENN TREATY MS	421899003823		1			1

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
PHILADELPHIA CITY SD	PENN WILLIAM HS	421899003858	1				
PHILADELPHIA CITY SD	PENNELL JOSEPH SCH	421899003722	1				1
PHILADELPHIA CITY SD	PENROSE ELEM SCH	421899003616			1		
PHILADELPHIA CITY SD	PEPPER GEORGE MS	421899006821		1			1
PHILADELPHIA CITY SD	PHILADELPHIA HS FOR BUSINESS & TECH	421899000829		1			1
PHILADELPHIA CITY SD	POTTER-THOMAS SCH	421899005121	1				1
PHILADELPHIA CITY SD	PRINCE HALL	421899006765			1		
PHILADELPHIA CITY SD	RANDOLPH, A. PHILIP AVT HS	421899000826		1			1
PHILADELPHIA CITY SD	REYNOLDS GEN JOHN F SCH	421899003632	1				1
PHILADELPHIA CITY SD	RHAWNURST SCH	421899003771			1		
PHILADELPHIA CITY SD	RHODES E WASHINGTON MS	421899006522		1			1
PHILADELPHIA CITY SD	ROXBOROUGH HS	421899003844	1				
PHILADELPHIA CITY SD	SAYRE WILLIAM L MS	421899003825	1				
PHILADELPHIA CITY SD	SCHOOL OF THE FUTURE	421899000993		1			1
PHILADELPHIA CITY SD	SHARSWOOD GEORGE SCH	421899003653			1		
PHILADELPHIA CITY SD	SHAW ANNA H MS	421899003826		1			1
PHILADELPHIA CITY SD	SHEPPARD ISAAC SCH	421899003702	1				1
PHILADELPHIA CITY SD	SHERIDAN PHILIP H SC	421899003800			1		
PHILADELPHIA CITY SD	SHERIDAN WEST	421899000822	1				1
PHILADELPHIA CITY SD	SMEDLEY FRANKLIN SCH	421899003752	1				1
PHILADELPHIA CITY SD	SMITH WALTER G SCH	421899003634	1				1
PHILADELPHIA CITY SD	SOLIS-COHEN SOLOMON	421899003773			1		
PHILADELPHIA CITY SD	SOUTH PHILADELPHIA HS	421899003859	1				
PHILADELPHIA CITY SD	SOUTHWARK SCH	421899003654			1		
PHILADELPHIA CITY SD	SPRUANCE GILBERT SCH	421899003774			1		
PHILADELPHIA CITY SD	STANTON M HALL SCH	421899006541	1				1
PHILADELPHIA CITY SD	STEARNE ALLEN M SCH	421899004963			1		
PHILADELPHIA CITY SD	STETSON JOHN B MS	421899003828		1			1
PHILADELPHIA CITY SD	SULLIVAN JAMES J SCH	421899003753			1		
PHILADELPHIA CITY SD	SWENSON ARTS & TECHNOLOGY HS	421899000572		1			1

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
PHILADELPHIA CITY SD	TAGGART JOHN H SCH	421899003657			1		
PHILADELPHIA CITY SD	TAYLOR BAYARD SCH	421899003755	1				1
PHILADELPHIA CITY SD	THEODORE ROOSEVELT MS	421899009960			1		
PHILADELPHIA CITY SD	THOMAS HOLME SCHOOL	421899003766			1		
PHILADELPHIA CITY SD	TURNER JOHN P MS	421899006521		1			1
PHILADELPHIA CITY SD	UNIVERSITY CITY HS	421899006523	1				
PHILADELPHIA CITY SD	VARE EDWIN H MS	421899003833		1			1
PHILADELPHIA CITY SD	VAUX ROBERTS HS	421899003834	1				
PHILADELPHIA CITY SD	WAGNER GEN LOUIS MS	421899003835			1		
PHILADELPHIA CITY SD	WASHINGTON GEORGE HS	421899006527		1			1
PHILADELPHIA CITY SD	WASHINGTON MARTHA SCH	421899003615			1		
PHILADELPHIA CITY SD	WEST PHILADELPHIA HS	421899003860	1				
PHILADELPHIA CITY SD	WHITTIER JOHN G SCH	421899003681	1				1
PHILADELPHIA CITY SD	WIDENER MEMORIAL SCH	421899003728		1			1
PHILADELPHIA CITY SD	WILSON WOODROW MS	421899003836			1		
PHILADELPHIA CITY SD	WISTER JOHN SCH	421899003731	1				1
PHILADELPHIA CITY SD	WRIGHT RICHARD R SCH	421899005188	1				1
PHILADELPHIA CITY SD	ZIEGLER WILLIAM H SCH	421899003754			1		
PHILADELPHIA ELECTRICAL & TECHNOLOGY CHS	PHILADELPHIA ELECTRICAL & TECH CHS	420010700678		1			1
PHILADELPHIA MONTESSORI CS	PHILADELPHIA MONTESSORI CS	420013000849	1				1
PITTSBURGH SD	ALLDERDICE HS	421917000409			1		
PITTSBURGH SD	ALLEGHENY TRAD MS ACAD	421917000414			1		
PITTSBURGH SD	ARSENAL EL SCH	421917003409	1				1
PITTSBURGH SD	ARSENAL MS	421917006751		1			1
PITTSBURGH SD	BRASHEAR HS	421917006915		1			1
PITTSBURGH SD	CARRICK HS	421917000412			1		
PITTSBURGH SD	FAISON HELEN S ARTS ACADEMY	421917000971	1				1
PITTSBURGH SD	FORT PITT EL SCH	421917006760			1		
PITTSBURGH SD	KING M L EL SCH	421917006761	1				1
PITTSBURGH SD	LANGLEY HS	421917000415		1			1

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
PITTSBURGH SD	LINCOLN EL TECH ACADEMY	421917000979			1		
PITTSBURGH SD	MILLER AFRICAN-CENTERED ACADEMY	421917000975			1		
PITTSBURGH SD	MURRAY EL SCH	421917006758	1				1
PITTSBURGH SD	NORTHVIEW EL SCH	421917000977	1				1
PITTSBURGH SD	OLIVER HS	421917000422		1			1
PITTSBURGH SD	PEABODY HS	421917000424		1			1
PITTSBURGH SD	PERRY TRADITIONAL ACADEMY	421917000416		1			1
PITTSBURGH SD	ROONEY ARTHUR J MS	421917006754		1			1
PITTSBURGH SD	SCHAEFFER EL SCH	421917006759			1		
PITTSBURGH SD	SCHENLEY HS	421917000425			1		
PITTSBURGH SD	SCHILLER CLASSICAL A	421917007132			1		
PITTSBURGH SD	SOUTH HILLS MIDDLE SCHL	421917006749			1		
PITTSBURGH SD	STEVENS EL SCH	421917000990			1		
PITTSBURGH SD	SUNNYSIDE EL SCH	421917006757			1		
PITTSBURGH SD	WEIL TECHNOLOGY INSTITUTE	421917000991			1		
PITTSBURGH SD	WESTINGHOUSE HS	421917000420		1			1
PITTSBURGH SD	WESTWOOD EL SCH	421917006756			1		
PLEASANT VALLEY SD	PLEASANT VALLEY INTRM	421929000546			1		
POCONO MOUNTAIN SD	CLEAR RUN EL CTR	421950000299			1		
POCONO MOUNTAIN SD	CLEAR RUN INTR	421950000300			1		
POCONO MOUNTAIN SD	COOLBAUGH EL CTR	421950003213			1		
POCONO MOUNTAIN SD	POCONO MT EAST HS	421950003216			1		
POCONO MOUNTAIN SD	POCONO MT WEST HS	421950000679			1		
POCONO MOUNTAIN SD	POCONO MT WEST JHS	421950000961			1		
POCONO MOUNTAIN SD	SWIFTWATER EL CTR	421950000680			1		
POCONO MOUNTAIN SD	TOBYHANNA EL CTR	421950003214			1		
POTTSTOWN SD	POTTSTOWN MS	421968003346			1		
POTTSVILLE AREA SD	LENGEL MS	421971005265			1		
POTTSVILLE AREA SD	POTTSVILLE AREA HS	421971003924			1		
PROPEL CS - HOMESTEAD	PROPEL CS - HOMESTEAD	420011100749			1		

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
PURCHASE LINE SD	PURCHASE LINE JSHS	421983002350			1		
PURCHASE LINE SD	PURCHASE LINE SOUTH	421983006893			1		
READING SD	10TH & PENN EL	422004000284			1		
READING SD	NORTHEAST MS	422004000858			1		
READING SD	NORTHWEST MS	422004000856			1		
READING SD	READING SHS	422004000859			1		
READING SD	RIVERSIDE EL SCH	422004000845			1		
READING SD	SCHOOL OF THE PERFORMING ARTS AT GLENSIDE	422004006073			1		
READING SD	SOUTHERN MS	422004000855		1			1
READING SD	SOUTHWEST MS	422004000857		1			1
READING SD	TENTH & GREEN EL SCH	422004005026			1		
READING SD	THIRTEENTH & GREEN E	422004005027			1		
RICHARD ALLEN PREPARATORY CS	RICHARD ALLEN PREPARATORY CS	420008600585		1			1
RIDGWAY AREA SD	RIDGWAY AREA MS	422031006805			1		
RINGGOLD SD	RINGGOLD SHS	422040007238			1		
ROBERT BENJAMIN WILEY COMM CS	ROBERT BENJAMIN WILEY COMM CS	420002000342			1		
ROBERTO CLEMENTE CS	ROBERTO CLEMENTE CS	420006800508		1			1
SHENANDOAH VALLEY SD	SHENANDOAH VALLEY EL	422149003938			1		
SHIPPENSBURG AREA SD	SHIPPENSBURG AREA MS	422157001729			1		
SHIPPENSBURG AREA SD	SHIPPENSBURG INTERMEDIATE SCHOOL	422157006021			1		
SOUTH ALLEGHENY SD	SOUTH ALLEGHENY MS/HS	422191000440			1		
SOUTH SIDE AREA SD	SOUTH SIDE HS	422223000714		1			1
SOUTHEAST DELCO SD	ACADEMY PARK HS	422240006516		1			1
SOUTHEAST DELCO SD	SHARON HILL SCH	422240001943			1		
STEELTON-HIGHSPIRE SD	STEELTON-HIGHSPIRE ELEM SCH	422280001799			1		
STEELTON-HIGHSPIRE SD	STEELTON-HIGHSPIRE HS	422280001801		1			1
STO-ROX SD	STO ROX ELEM SCH	422283000261			1		
STO-ROX SD	STO-ROX HS	422283000477		1			1
STO-ROX SD	STO-ROX MS	422283000437			1		
SUGAR VALLEY RURAL CS	SUGAR VALLEY RURAL CS	420006300510		1			1

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
SUSQUENITA SD	SUSQUENITA EL SCH	422304006608			1		
TRUEBRIGHT SCIENCE ACADEMY CS	TRUEBRIGHT SCIENCE ACADEMY CS	420075906084		1			1
TUNKHANNOCK AREA SD	TUNKHANNOCK MS	422385004536			1		
TURKEYFOOT VALLEY ASD	TURKEYFOOT VALLEY AREA JSHS	422388006216		1			
TUSCARORA BLENDED LEARNING CS	TUSCARORA BLENDED LEARNING CS	420011400713		1			1
UNIONTOWN AREA SD	LAFAYETTE MS	422415006101		1			1
UPPER DARBY SD	BYWOOD EL SCH	422432001960			1		
UPPER DARBY SD	CHARLES KELLY ELEM SCHOOL	422432006124			1		
UPPER DARBY SD	UPPER DARBY SHS	422432001972			1		
WAKISHA CS	WAKISHA CS	420007200507		1			1
WALTER PALMER LDRSHP LEARNING PRTNRS CS	WALTER PALMER LDRSHP LEARNING PRTNRS CS	420008000566			1		
WARREN COUNTY SD	YOUNGSVILLE HS	422482004135		1			1
WASHINGTON SD	WASHINGTON PARK ES	422499000184			1		
WELLSBORO AREA SD	ROCK L BUTLER MS	422517004079			1		
WEST BRANCH AREA SD	WEST BRANCH AREA JSH	422523001566			1		
WEST GREENE SD	WEST GREENE HS	422544007165		1			
WEST PHILA. ACHIEVEMENT CES	WEST PHILA. ACHIEVEMENT CES	420010500657	1				1
WILKES-BARRE AREA SD	DANIEL J FLOOD EL SC	422630005152			1		
WILKES-BARRE AREA SD	DODSON EL SCH	422630002995			1		
WILKES-BARRE AREA SD	ELMER L MEYERS JSHS	422630003009			1		
WILKES-BARRE AREA SD	G A R MEMORIAL JSHS	422630003008			1		
WILKES-BARRE AREA SD	HEIGHTS-MURRAY EL SCH	422630006923			1		
WILKES-BARRE AREA SD	SOLOMON/PLAINS JHS	422630000294			1		
WILLIAM PENN SD	BELL AVENUE SCHOOL	422639000104			1		
WILLIAM PENN SD	PARK LANE EL SCH	422639007249	1				1
WILLIAM PENN SD	PENN WOOD MS	422639000943		1			1
WILLIAM PENN SD	PENN WOODS HS--GREEN AVENUE CAMPUS	422639001892		1			
WOODLAND HILLS SD	DICKSON INTRMD SCH	421650007217			1		
WOODLAND HILLS SD	FAIRLESS INTRMD SCH	421650007215			1		
WOODLAND HILLS SD	RANKIN INTRMD SCH	421650007018			1		

LEA Name	School Name	NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
WYALUSING AREA SD	WYALUSING EL SCH	422670001003			1		
WYOMING VALLEY WEST SD	STATE EL CTR	422595006987			1		
WYOMING VALLEY WEST SD	WYOMING VALLEY WEST SHS	422595006391			1		
YORK CITY SD	DAVIS SCH	422682004645			1		
YORK CITY SD	EDGAR FAHS SMITH MS	422682004646		1			1
YORK CITY SD	FERGUSON SCH	422682004642			1		
YORK CITY SD	GOODE SCH	422682004632			1		
YORK CITY SD	HANNAH PENN MS	422682004644		1			1
YORK CITY SD	JACKSON SCH	422682004634			1		
YORK CITY SD	MCKINLEY SCH	422682004638	1				1
YORK CITY SD	WILLIAM PENN SHS	422682004647		1			1
			93	107	231	5	163

Commonwealth of Pennsylvania Department of Education

Title I School Improvement Grant (SIG) Application 2009-10 Funds

The LEA SIG application will be an online application—not a paper application as required for submission with the state’s SIG application. This paper application represents the information to be collected via the online system, but it will not appear in the same format when finalized online.

LEA Information

The PDE eGrant system automatically completes this information within each grant application when an LEA logs into the system. Information such as: unique LEA identifier, address, telephone number, superintendent and principal names will be part of this section.

Additional information regarding the SIG contact name, telephone number and email address will be requested of each LEA when the application is created.

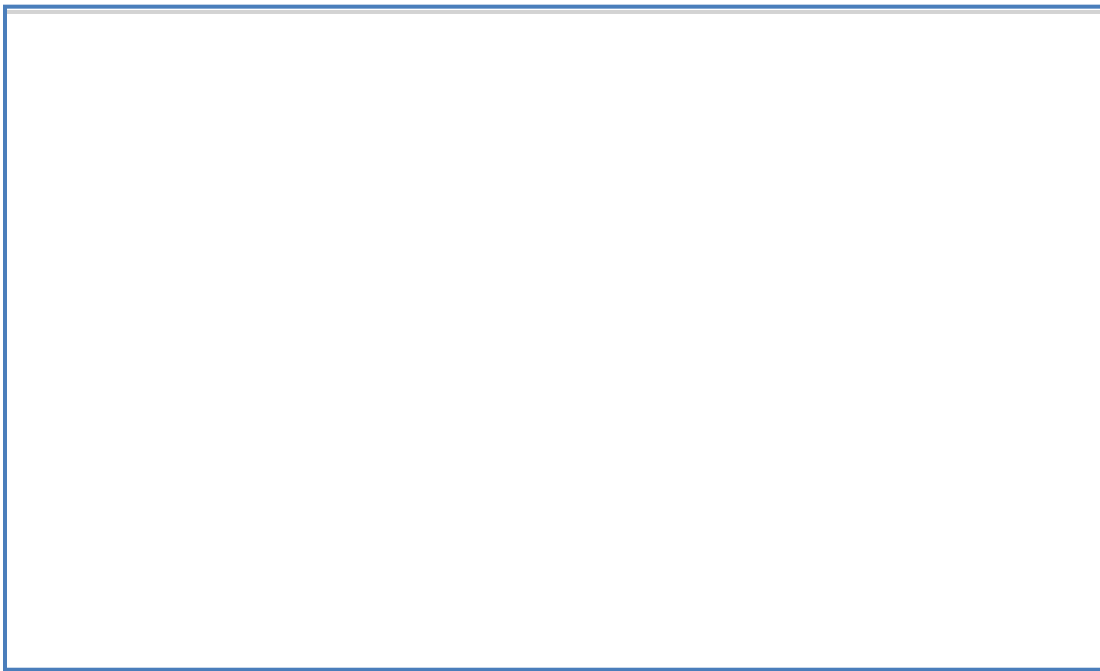
School Information

List Tier I, II or III schools the LEA is applying for funding on behalf of. LEAs will be required to show they lack capacity to serve any eligible Tier I and Tier II schools not listed below.

School Name	Building Number	Tier (Check One)			Intervention Selected (Tier I and II Only)				Number of Minutes in School Year	AP/IB Data (HS Only)		Teacher Attendance Rate
		I	II	III	Turn Around	Re-Start	Close	Transform		Number Students Completing AP/IB	Percentage of Students Completing AP/IB	

Identification of Needs

Provide a description of the process that each school went through to determine its needs. Specific information MUST be provided in the following areas, at a minimum: Data, Analysis and Identification and Prioritization of Needs. (If the school(s) completed Getting Results and has an approved plan for the 2009-10 school year, indicate this below and list the prioritized needs identified for each school participating in SIG.)



Selection and Implementation of Intervention (Required of Tier I and Tier II Only)

Tier I and Tier II schools must choose to implement one of four required interventions in the 2010-11 school year. The LEA must adequately support the intervention selected by each school. (LEAs that have 9 or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.)

All actions listed below each intervention are REQUIRED actions and must be addressed. A specific timeline for implementation of each intervention must also be provided. Schools must be ready to implement selected interventions in the 2010-11 school year.

Within this section of the application, LEAs choosing to select one of the four models will be scored in the following manner:

1. Adherence to required actions for each of the models (as specified below and within SIG guidance); and
2. Level of commitment and planning to implement reform model.

Priority Points will be awarded based on the level to which the following are to being implemented as part of the reform model (High Level of Implementation/Planning for Implementation/Not Addressed):

- a. Implementation of a rigorous research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions;
- b. Implementation of the fair assessments that are aligned with standards;
- c. Implementation of an early warning system for grades 6 and above that uses real-time student data;
- d. Implementation and effective use of a student information system;
- e. Collaboration (at least twice weekly) time for teachers to review real-time student data to drive instruction;
- f. Implementation of new teacher induction that includes side-by-side mentoring by highly-effective teachers;
- g. Implementation of a multi-measure evaluation system for teachers and principals that provides at least annual evaluation and timely and constructive feedback;
- h. Implementation of a comprehensive, coherent approach to professional development that is based on student and teacher needs and includes professional development for IB/AP or dual enrollment;
- i. Design and implementation of quality early childhood programs
- j. Expansion, implementation or maintenance of Reading Recovery or a comparable elementary reading intervention model for all students below grade level in grades 1-3. (Elementary schools only)

1. Turnaround Model

For each school selecting the turnaround model, the following elements are required. Please provide detailed information describing how the school will address each item within the 2010-11 school year:

- Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and

differentiate instruction in order to meet the academic needs of individual students;

- Establish schedules and implement strategies that provide increased learning time; and
- Provide appropriate social-emotional and community-oriented services and supports for students.

2. Transformation Model

For each school selecting the transformation model, the following elements are required. Please provide detailed information describing how the school will address each item within the 2010-11 school year:

- Replace the principal who led the school prior to commencement of the transformation model;
- Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
- Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
- Are designed and developed with teacher and principal involvement;
- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and strategies that provide increased learning time; and
- Provide ongoing mechanisms for family and community engagement.

For each school selecting the transformation model, the LEA must describe how they will:

- Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates; and
- Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).

3. Restart Model

For each school selecting the restart model, the following elements are required. Please provide detailed information describing how the school will address each item within the 2010-11 school year:

- Data and evidence pointing to the need to implement this intervention;
- Description of the review process for determining the Charter Management Organization (CMO) or Education Management Organization (EMO);

- Identity of the CMO or EMO selected OR the pool of potential partners;
- Assurance that the same grade levels and students previously enrolled in the school will be enrolled in the restarted school; OR
- Description of the grade configuration of the school (if the configuration of the school is different than the school to be “restarted”, a description of where formerly enrolled students will be sent);
- Description of the plan of implementation and a precise timeline of activities, including activities prior to the start of the 2010-11 school year.

4. School Closure

For each school selecting the school closure model, provide detailed information describing the following:

- Data and evidence pointing to the need to implement this intervention;
- Description of the plan to enroll students in other higher-performing schools and/or LEAs;
Description of the plan of implementation and a precise timeline of activities, including activities prior to the start of the 2010-11 school year and the date of closure of the school.

School Improvement Reforms to be Implemented (Tier III Schools Only)

Tier III schools are not required to select one of the four interventions (turn around, transformation, restart or closure), but the basis for improvement lies within the same key areas: standards-aligned system, teacher effectiveness, effective use of data, job-embedded, sustained professional development and effective leadership. Provide a description of how each school is addressing these areas, the timeline for implementation of reforms and how the SIG funds will assist in implementing reforms.

Tier III schools choosing to implement one of the four reform models will be reviewed and scored using the same criteria as Tier I and II school implementing same models.

Tier III schools choosing NOT to implement one of the four reform models will be reviewed and scored based on the following elements:

- Only eligible schools apply for funding;

- Funds will be used for research-based, effective practices that align with the needs of the school;
- Sufficient capacity exists within the LEA and school to support the Tier III strategies and interventions;
- Appropriate timelines, goals and benchmarks are established for the implementation of the strategies and interventions;
- Necessary and appropriate professional development plans are developed and implemented to support the strategies and interventions;
- Necessary and appropriate evaluation and benchmarking is planned and implemented to ensure students meet goals established; and
- Funds requested are appropriate and budgeted to support the strategies and interventions to be implemented.

(Boxes for data entry for each area to be inserted here and a grid for timeline(s) to be inserted here.)

Consultation with Relevant Stakeholders

In order to build capacity to implement school reforms, all involved stakeholders must be aware of the problems facing the school, the data to support the claims, the solutions identified and the method for implementing those solutions. The LEA must describe the consultation that has taken place between all relevant stakeholders (i.e. parents, teachers, board members, community members, students, administrators).

School-level Performance Measures

The SIG application is a plan for the use of funds over a three-year period; however, SIG funds are approved annually based on each school’s progress toward school-level performance measures.

Schools must establish school-level performance measures that will be monitored by PDE at least three-times per year. Provide the three-year school-level performance measures developed for each school that include both annual goals and interim performance measures, measurement tool(s) to be used, established benchmarks and implementation milestones, individuals responsible and dates of completion. (Performance measures must include state assessment results in Reading and Math at a minimum.)

LEA and School Capacity

Part I—Lack of Capacity to Serve All Tier I/Tier II Schools

Has the LEA applied for SIG funding for ALL identified Tier I and Tier II schools?

If Yes, skip to Part 2.

If No, indicate below the Tier I and Tier II schools that the LEA has chosen to exclude from the SIG application:

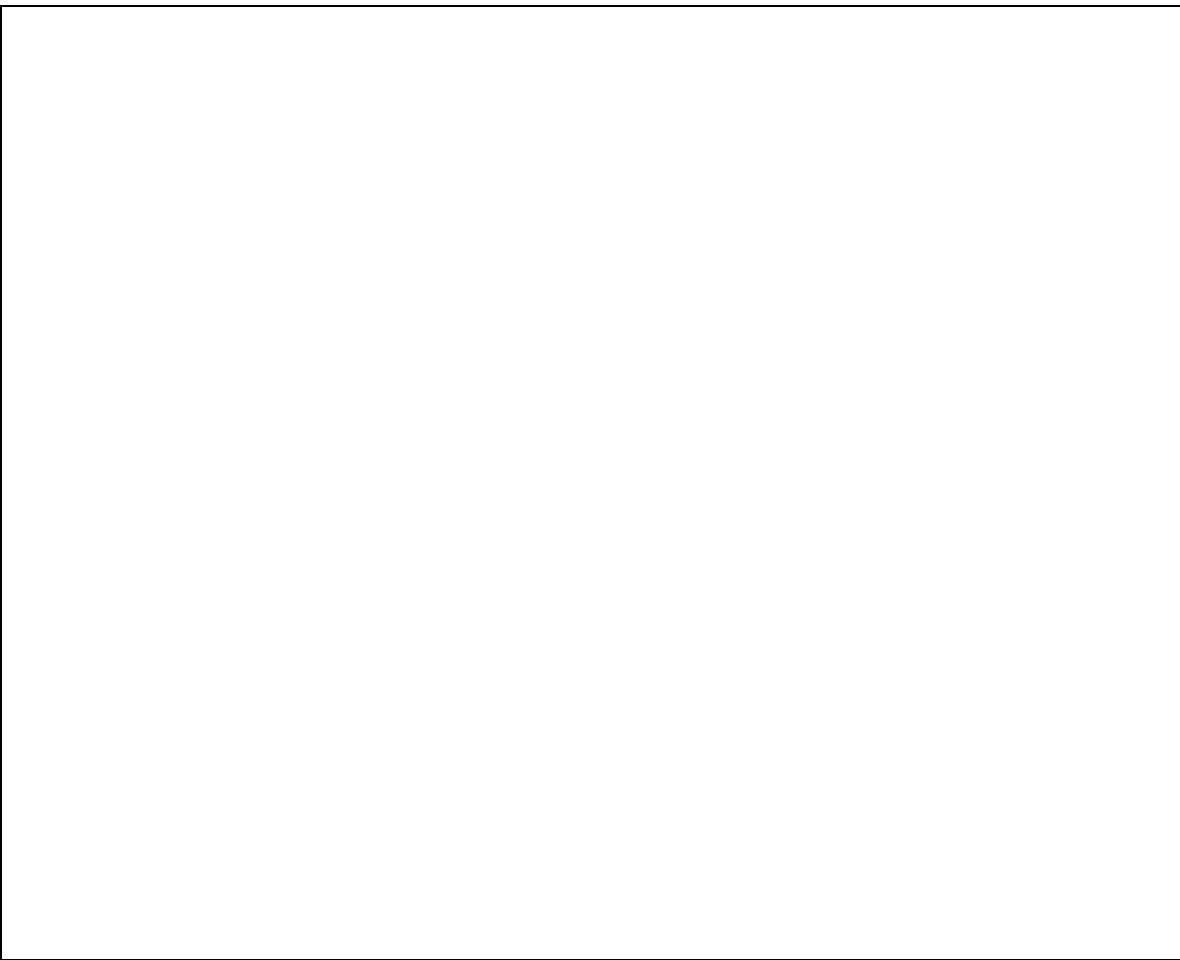
School Name	Grade Span	AYP Status	Tier	
			I	II



Structural Capacity: Curriculum, assessments, professional development, hiring policies, building/space limitations



Material Capacity: Funding, alignment of resources, instructional materials, time



Part 2—Adequate Capacity to Serve Selected Schools

LEAs and schools must have the capacity to fully and effectively implement the chosen interventions and reforms in ALL participating schools (Tier I, II and III).

Describe below the capacity of the LEA and schools to carry out the chosen initiatives. (If capacity is still needed in some areas, describe how the LEA intends to build the capacity during the grant period.)

Human Capacity: Staff expertise, leadership/principals, number of staff, staff buy-in/commitment, EMOs/CMOs, equity of highly-effective teachers, teacher retention

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Organizational Capacity: Communication/collaboration among staff, scheduling, shared vision and goals, community support, union support, school board support
(LEAs and schools MUST address the practices and policies that will be created, modified or eliminated to allow for the effective implementation of model.)

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Structural Capacity: Curriculum, assessments, professional development, hiring policies, building/space limitations

Material Capacity: Funding, alignment of resources, instructional materials, time
(LEAs and schools MUST address how all school-level and LEA-level funds will be aligned to the intervention model selected.)

Recruiting and Selecting Providers

If the LEA will be using external providers—EMOs, CMOs, turnaround specialist or any other outside “expert”—the LEA must describe the process to be used to

recruit and select providers. The process must ensure that providers are highly-qualified, proven effective and able to provide the assistance needed.

Preliminary Planning Budget(s)

For each school competing for SIG funds, a preliminary 3-year budget is required. Estimate the amount of funds that will be needed to implement and support the various requirements of the four interventions. The minimum annual amount per school is \$50,000 and the maximum annual amount per school is \$2,000,000. Tier III schools electing to implement one of the four reform models must complete a budget that matches the model selected. For those Tier III schools not electing to implement one of the reform models, a budget for “Tier III School Not Electing a Reform Model” below must be completed.

Turnaround Model	Year 1	Year 2	Year 3	Total 3-Year Grant Amount
Process for screening existing staff, rehiring 50% and hiring 50% new staff				
Recruiting and hiring building principal				
Community and support services for students				
Implementing new governance structure				
Costs for standards-aligned system				
Ongoing, sustained, job-embedded professional development				
Assessment data review and analysis				
Data systems				
Increased learning time for students				

Teacher evaluation system				
Teacher incentive, support and performance				
Additional Reform Activities: Specify				
Reading Intervention Grades 1-3				
Total				

Transformation Model	Year 1	Year 2	Year 3	Total 3-Year Grant Amount
Recruiting and hiring building principal				
Community and support services for students				
Costs for standards-aligned system				
Ongoing, sustained, job-embedded professional development				
Assessment data review and analysis				
Data systems				
Increased learning time for students				
Teacher evaluation system				
Teacher incentive, support and performance				
Additional Reform Activities: Specify				
Reading Intervention Grades 1-3				
Total				

Restart Model	Year 1	Year 2	Year 3	Total 3-Year Grant Amount
Recruiting and selecting EMO/CMO				
Enrollment of students into existing building OR other buildings				
Conversion of school to new configuration and management				
Additional Reform Activities: Specify				
Total				

Closure Model	Year 1	Year 2	Year 3	Total 3-Year Grant Amount
Closing of existing school				

Enrollment of students into other buildings or LEAs				
Conversion of other schools to new configuration				
Additional Reform Activities: Specify				
Total				

Tier III School Not Electing a Reform Model	Year 1	Year 2	Year 3	Total 3-Year Grant Amount
Professional Development Activities				
Extended Learning Time				
Curriculum Alignment Activities				
Teacher Effectiveness/Mentoring				
Data Systems/Data Analysis				
Leadership Training				
Materials & Resources				
Instructional Equipment				
Administration of grant				
Additional Reform Activities: Specify				
Total				

LEA Level Expenditures	Year 1	Year 2	Year 3	Total 3-Year Grant Amount
Support and technical assistance to buildings implementing reforms				
Administration of grant				
Additional LEA-level Reform Activities: Specify				
Total				

Sustainability of Intervention/Reforms

Research shows that school reform efforts and interventions must be implemented with fidelity and sustained for 3-5 years in order for student achievement to be affected. In some cases, changes in student achievement may not even be seen until 3-5 years after the reforms and interventions are implemented. SIG funds provide LEAs with funding to implement and support selected interventions for the first three years, but the expectation is that LEAs will develop plans to sustain them beyond these years.

A sustainability plan must ensure that funds are available from other sources, if necessary, to continue to pay for ongoing expenses so that services are not interrupted. A sustainability plan must also plan for the building of capacity within the LEA so that services can continue using existing staff within the LEA.

Provide additional budget summary information that indicates areas that will require continued funding in Years 4-5 and the sources available and the areas that will no longer require funding and why.

Turnaround Model	Year 1	Year 2	Year 3	Years 4-5	New Funding Source/Reason No Funding Needed
Process for screening existing staff, rehiring 50% and hiring 50% new staff					
Recruiting and hiring building principal					
Community and support services for students					
Implementing new governance structure					
Costs for standards-aligned system					
Ongoing, sustained, job-embedded professional development					
Assessment data review and analysis					
Data systems					
Increased learning time for students					
Teacher evaluation system					
Teacher incentive, support and performance					
Additional Reform Activities: Specify					
Reading Intervention Grades 1-3					
Total					

Amounts entered from previous planning section will be copied here. Input will not be permitted in these columns again.

Transformation Model	Year 1	Year 2	Year 3	Years 4-5	New Funding Source/Reason No Funding Needed
Recruiting and hiring building principal	Amounts entered from previous planning section will be copied here. Input will not be permitted in these columns again.				
Community and support services for students					
Costs for standards-aligned system					
Ongoing, sustained, job-embedded professional development					
Assessment data review and analysis					
Data systems					
Increased learning time for students					
Teacher evaluation system					
Teacher incentive, support and performance					
Additional Reform Activities: Specify					
Reading Intervention Grades 1-3					
Total					

Restart Model	Year 1	Year 2	Year 3	Years 4-5	New Funding Source/Reason No Funding Needed
Recruiting and selecting EMO/CMO	Amounts entered from previous planning section will be copied here. Input will not be permitted in these				
Enrollment of students into existing building OR other buildings					
Conversion of school to new configuration and management					
Additional Reform Activities: Specify					
Total					

Tier III School Not Electing a Reform Model	Year 1	Year 2	Year 3	Years 4-5	New Funding Source/Reason

					No Funding Needed
Professional Development Activities					
Extended Learning Time					
Curriculum Alignment Activities					
Teacher Effectiveness/Mentoring					
Data Systems/Data Analysis					
Leadership Training					
Materials & Resources					
Instructional Equipment					
Administration of grant					
Additional Reform Activities: Specify					
Total					

Amounts entered from previous planning section will be copied here. Input will not be permitted in these

LEA Level Expenditures	Year 1	Year 2	Year 3	Years 4-5	New Funding Source/Reason No Funding Needed
Support and technical assistance to buildings implementing reforms					
Administration of grant					
Additional LEA-level Reform Activities: Specify					
Total					

Amounts entered from previous planning section will be copied here. Input will not be permitted in these columns again.

Grant Assurances

The LEA assures that it will:

- Use School Improvement Grant funds 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.
- Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on 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.

- If it implements a restart model in a Tier I or 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.
- Report to the SEA the school-level data required under section III of the final requirements.

SIG Rubric for 2010-11 Applications: DRAFT

Appendix C

Data			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>Academic data broken down by subject, grade level, subgroup, classroom, standards & anchors was considered during the needs assessment.</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>
<p>Student data on behavior, graduation rate, attendance, participation in extended learning and remediation was considered during the needs assessment.</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>
<p>Professional development data regarding topics covered, number of sessions, length of sessions, participation and classroom usage was considered during the needs assessment.</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>
<p>Parent data regarding the level of involvement, opportunities for involvement and parent feedback was considered during the needs assessment.</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>

		<i>identified.</i>	
Leadership data regarding teacher needs, classroom observations and students needs were considered during the needs assessment.	<i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i>	<i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>
Other data regarding reforms already implemented and either abandoned or maintained, leadership and teacher changes made, building configuration changes made and any other relevant data was considered during the needs assessment.	<i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i>	<i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i>	<i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i>

Analysis			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
Data collected was reviewed by a group of staff to include representatives of all affected parties (leadership, teachers, parents).	<i>The LEA assembled a data review team that consisted of all affected parties. The LEA application specifically described the process used to review data (i.e. data reviewed, number of meetings, analysis completed, and collaboration activities). Sufficient time was taken to thoughtfully review all relevant data.</i>	<i>The LEA assembled a data review team that consisted of most of the affected parties, but could have been more inclusive. The LEA application provided a general description of process used to review data, but lacked detail. (i.e. data reviewed, number of meetings, analysis completed, and collaboration activities). The time taken to review the relevant data was not specified or was limited.</i>	<i>The LEA reviewed the data without the use of a team to represent all affected parties. The LEA application provided little or no evidence of the process used to review data making it difficult to determine the appropriateness of the review. Limited or no evidence of the time spent on data review was provided.</i>

Data connections were made in order to determine where serious academic problems exist and identify anomalies that may or may not indicate serious issues.	<i>The LEA application provides an in-depth description of the data connections made as a result of the data review team's work. (For example, a majority of the students who actually participated in after-school, extended day learning opportunities were NOT the students scoring below-basic on the PSSA.)</i>	<i>The LEA application provides general, surface information on data connections made as a result of the data team's work. The data connections provided are basic and predictable but not necessarily emerging as a result of a school-specific needs assessment.</i>	<i>The LEA application provides little or no evidence of data connections made as a result of the data team's work. Even the most basic connections that are apparent to the reader were not provided within the application.</i>
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Prioritization of Needs			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
Results of data analysis were reviewed by LEA and school leadership or outside experts, if necessary, to identify and prioritize needs.	<i>LEA and school leadership and outside experts thoroughly reviewed the data analysis completed by the data review team. A description of those involved and the process undertaken is provided within the LEA application. Information provided clearly shows that all appropriate leaders were involved (building principal, curriculum director, special education director, federal programs director, etc.) in the review of the data analysis and the identification of needs and priorities.</i>	<i>A limited number of LEA leadership staff reviewed the data analysis completed by the data review team. The description of those involved and the process undertaken is missing important information (positions/titles of those involved, time spent on the review). Information provided shows that key school leaders were not part of the review—building principal for example—making it difficult to have buy-in from all involved.</i>	<i>There is little or no evidence in the LEA application to show that school and LEA leadership reviewed the data analysis completed by the data review team. Little or no information was provided regarding the names and titles of staff responsible for reviewing the data analysis.</i>
The needs identified in the school were prioritized and a sub-set of needs was identified to be addressed in the first year of the reform effort.	<i>The LEA application clearly articulates the priority needs that have been identified. The LEA application specifies the needs to be addressed in the first, second and third year of the reform effort.</i>	<i>The LEA application articulates the needs of the school, but does not prioritize them over a three-year period.</i>	<i>The LEA application provides little or no evidence of the needs identified and/or the priority established for those needs.</i>

Identification of Model or Solutions			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
The model selected best meets the prioritized needs of the school. (Tier I and II schools only.)	<i>The LEA application provides clear connections between the identified needs and the reform model selected. The reform model is clearly the best match to the identified needs.</i>	<i>The LEA application provides limited connections between the identified needs and the reform model selected. The reform model MAY be the best match, but one of the other reform models may a better choice.</i>	<i>The LEA application does not clearly articulate the connection between the needs identified and the reform model selected. The LEA must demonstrate a better understanding of the needs of the school and the requirements of the reform model.</i>
Solutions have been selected to address each of the prioritized needs. (Tier III only.)	<i>The LEA application provides a list and description of each of the solutions to be used. The solutions are clearly tied to the priority needs identified. All needs identified have an associated solution.</i>	<i>The LEA application provides a list of some solutions, but descriptions are vague or unclear. Solutions cannot be directly tied back to all of the identified needs. Without further detail, some needs not be addressed.</i>	<i>The LEA application does not clearly identify the solutions selected. Little or no evidence is present to show that identified needs will be addressed by a specific solutions.</i>
Solutions chosen are evidence-based and proven to be effective in addressing the needs identified. (Tier III only.)	<i>The LEA provides clear, specific information regarding the evidence to support the solutions to be implemented. The evidence shows the solution to be effective with the specific grades, subjects, demographic, etc. identified in the needs assessment.</i>	<i>The LEA provides some information to show solutions are effective. The evidence provided does not tie directly to the specific grades, subjects, demographic, etc. identified in the needs assessment.</i>	<i>The LEA provides little or no evidence to support the solutions chosen. Little or no evidence is provided to show the solution has been effective in dealing with the specific grades, subject, demographics, etc. identified in the needs assessment.</i>

Capacity to Serve Tier I & II Schools			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
The LEA/school has sufficient human capacity to implement the reform(s) selected.	<i>The LEA has clearly demonstrated it has the needed human capacity to carry out the reform(s) selected in all schools identified. The application</i>	<i>The LEA addresses some of the key human capacity issues within its application, but not all. Key areas need to be addressed in order to</i>	<i>There is little or no evidence that the LEA has the necessary human capacity to implement the selected reform(s).</i>

	<p><i>describes the staff expertise currently available. The process for recruitment and identification of outside experts is described and is appropriate based on the needs of the school and the position responsibilities; an appropriate number of administrative staff available to lead the reforms; and a plan to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects and address equity among highly effective teachers.</i></p>	<p><i>determine if sufficient human capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	
<p>The LEA/school has sufficient organizational capacity to implement the reform(s) selected.</p>	<p><i>The LEA has clearly demonstrated it has the needed organizational capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for collaboration and communication with staff, community, unions and the school board; the LEA/school's commitment to creating, modifying or eliminating processes and procedures as necessary to effectively implement reforms; and the planned approach to presentation and communication of school reform goals and vision.</i></p>	<p><i>The LEA addresses some of the key organizational capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient organizational capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary organizational capacity to implement the selected reform(s).</i></p>
<p>The LEA/school has sufficient structural capacity to implement the reform(s) selected.</p>	<p><i>The LEA has clearly demonstrated it has the needed structural capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for standards-based curriculum, fair assessments, professional development, hiring</i></p>	<p><i>The LEA addresses some of the key structural capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary structural capacity to implement the selected reform(s).</i></p>

	<i>policies and building/space limitations.</i>		
The LEA/school has sufficient material capacity to implement the reform(s) selected.	<i>The LEA has clearly demonstrated it has the needed material capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for aligning all school resources to the reform(s), attaining the necessary instructional materials and resources, ensuring sufficient time is made available and necessary additional funding is received.</i>	<i>The LEA addresses some of the key material capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i>	<i>There is little or no evidence that the LEA has the necessary material capacity to implement the selected reform(s).</i>

Ongoing Evaluation			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
Multiple evaluation measures have been selected to measure effectiveness throughout the implementation of the reform effort.	<i>The LEA has clearly identified the multiple evaluation measures to be used, the timeline for their administration, the person(s) responsible and the specific uses of the data to be gathered. Evaluation measures will be administered at least 3 times per school year.</i>	<i>The LEA has provided general information regarding the evaluation measures to be used, but does not provide specific information regarding the administration of the measure or the way in which data will be used. Evaluation measures are not administered at least 3 times per school year.</i>	<i>There is little or no evidence that specific, multiple evaluation measures have been selected or will be used consistently throughout the implementation of the reform effort. Evaluation measures are not administered consistently throughout the school year.</i>
Benchmarks for evaluation measures have been set at specific times throughout the school year.	<i>The LEA has established benchmarks for all identified evaluation measures and time periods. Processes have been developed to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i>	<i>The LEA has established benchmarks for some/all evaluation measure and time periods. More specific information is necessary to ensure that processes are in place to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i>	<i>The LEA has not established the necessary benchmarks to allow for progress to be monitored.</i>
An ongoing review	<i>The LEA has described its</i>	<i>The LEA provides</i>	<i>The LEA provides little or no</i>

process is established to ensure timely review of data and plan alterations as necessary.	<i>plan for setting aside sufficient time throughout the year for progress monitoring. The plan provides timely feedback to classroom teachers and timely alterations to school-level plans if necessary based on data.</i>	<i>general information regarding progress monitoring. More specific information is needed regarding designated time for data review, the timeline for feedback to teachers and the process for plan alterations based on data.</i>	<i>evidence to support the development of a clearly defined process for reviewing data from ongoing evaluations, providing necessary feedback to classroom teachers and making alternations to plans.</i>
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Quality of Reform Plan			
Turnaround OR Transformation Model			
Criteria	3—Sufficient Evidence	2—Limited Evidence	1—Little or No Evidence
<p>The school must replace of 50% of the school staff. (Turnaround Model Only)</p> <p>REQUIRED COMPONENT OF MODEL (Turnaround Only)</p>	<p><i>The LEA clearly defines the process and criteria to be used to identify the staff within the school that will be retained. A clear, executable plan has been established to recruit, hire and support new highly qualified staff in the school. Staffing changes will be completed for the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides some details on the process to be used to identify staff to be retained and the criteria to be used, but some important issues have not been addressed. Plans for recruiting, hiring and supporting new staff are vague and lack details necessary to determine its appropriateness. Staffing changes cannot be completed by the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to identify staff to be retained or the criteria to be used. No details are provided regarding the plans to recruit, hire and support new teachers in the 2010-11 school year.</i></p>
<p>The school must replace the principal of the school.</p> <p>REQUIRED COMPONENT OF MODEL</p>	<p><i>The LEA provides clear and specific information regarding the recruitment and selection of a new principal for the school.</i></p> <p style="text-align: center;">OR</p> <p><i>The LEA provides evidence that the current principal was hired within the last two years as part of a school reform initiative and will not be replaced.</i></p>	<p><i>The LEA provides limited documentation to show the LEA's plan for recruiting and hiring a new principal for the school. It is unclear if the process can or will be carried out by the beginning of the 2010-11 school year.</i></p> <p style="text-align: center;">OR</p> <p><i>The LEA provides limited evidence that the current principal was hired within the last two years as part of a school</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to recruit and hire a new principal or the criteria to be used. Little or no evidence of the reasons for the retention of the current principal provided.</i></p>

		<i>reform initiative and therefore cannot support their decision to retain the current principal.</i>	
<p>Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates.</p> <p>REQUIRED COMPONENT OF MODEL</p>	<p><i>The LEA provides a detailed description of the changes to be made that will allow operational flexibility at the school level. The application specifically indicates the changes in practice and procedures to allow this flexibility to take place.</i></p>	<p><i>The LEA provides a general summary of the changes that could take place to allow for more operational flexibility at the school level, but details are lacking that demonstrate how that will occur and when.</i></p>	<p><i>The LEA provides little or no information to show that the school will be given any operational flexibility to implement the reform model chosen.</i></p>
<p>The school must plan for the provision of social-emotional and community support services to students.</p> <p>REQUIRED COMPONENT OF MODEL</p>	<p><i>The LEA provides a specific plan and/or details regarding the health and social services to be provided to students. Based on the data provided within the needs assessment, the health and social services to be provided meet the needs of students and parents.</i></p>	<p><i>The LEA provides limited information and/or details regarding health and social services to be provided to students. Based on the data provided within the needs assessment, not all of the services are aligned and some services should be added/deleted.</i></p>	<p><i>There is little or not evidence that necessary health and social services will be offered to students. Needs were identified within the needs assessment, but these needs are not being addressed within the plan.</i></p>
<p>The school must implement a new governance structure to provide necessary supports and reporting structures to ensure accountability.</p> <p>REQUIRED COMPONENT OF TURNAROUND MODEL ONLY</p>	<p><i>The LEA provides details, timelines and goals for the establishment of necessary structures and reporting systems and the manner in which all will be monitored. The steps to be taken will provide for the effective implementation of the school reform effort and ample opportunities for adjustments to be made based on reporting data.</i></p>	<p><i>The LEA's description of the new governance structure to be established lacks necessary details and specificity. Reporting systems are limited and by themselves will not provide sufficient accountability staff and LEA leadership. Insufficient time/opportunities available within the plan for review of data and adjustments to plan.</i></p>	<p><i>The LEA provides little or no evidence of the implementation of a new governance structure as part of the reform model. Accountability plans are limited or non-existent within the LEA's application.</i></p>

<p>The school must implement a standards-aligned system of instruction.</p> <p>REQUIRED COMPONENT OF MODEL</p>	<p><i>The LEA’s plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies; the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.</i></p>	<p><i>The LEA’s plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.</i></p>	<p><i>There is little or no evidence of a comprehensive, standards-aligned-system within the school’s reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.</i></p>
<p>The school must develop a plan for on-going, sustained professional development.</p> <p>REQUIRED COMPONENT OF MODEL</p>	<p><i>The LEA describes the professional development plan with great detail. The plan clearly shows the link between professional development opportunities and the needs identified. Topics for professional development activities are covered more than once during the year and sessions build off of previously covered material. Professional development activities are job-embedded when possible.</i></p>	<p><i>The LEA describes the professional development plan to be implemented, but does not provide sufficient detail on topics covered, number of sessions, participants, etc. Not all professional development activities described directly relate to identified needs. The activities are once-and-done and not covered in an on-going manner.</i></p>	<p><i>The LEA provides little or no evidence of a professional development plan for the school. Professional development activities are not coordinated, do not address needs identified and are not of sufficient size and scope to effect real, lasting change in educational practice.</i></p>
<p>The school must have a plan for the use of benchmark, formative, diagnostic and summative assessments to monitor student progress.</p> <p>REQUIRED COMPONENT OF MODEL</p>	<p><i>The LEA has described an extensive assessment plan that includes the use of all four of the assessments. The use of each assessment is appropriate and is administered an appropriate number of times to yield useful, informative data for teachers and leaders. Assessment results will be shared with all appropriate staff in a timely fashion and in a</i></p>	<p><i>The LEA has described an assessment plan that includes some of the four assessments. The assessments to be used may be appropriate to measure the success of students and programs. Important details are missing from the plan (times per year assessment is to be administered, analysis to occur, process for sharing data, etc.) to</i></p>	<p><i>The LEA provides little or no evidence of a comprehensive assessment plan to administer benchmark, formative, diagnostic and summative assessments. There is insufficient evidence to determine if student progress will be measured appropriately and that results will be shared with staff.</i></p>

	<i>format that is helpful. Teachers will have ample time to review and analyze data and make necessary changes to instruction.</i>	<i>ensure that student progress is being accurately measured and results shared.</i>	
The school must increase learning time for students. REQUIRED COMPONENT OF MODEL	<i>The LEA provides clear and descriptive information regarding the number of minutes of instruction to be added during the school year, the programs to be offered, the students included, and the manner in which the school day/year will be extended.</i>	<i>The LEA provides general information about plans to extend learning time for students. No specific information is provided regarding the actual number minutes to be added during the school year or the students to be involved.</i>	<i>The LEA provides little or no evidence of its plans to extend learning time for students in the school.</i>
The school must develop a plan to monitor teacher effectiveness and support effective teachers. REQUIRED COMPONENT OF MODEL	<i>The LEA presents a plan outlining the specific steps to be taken to monitor teacher effectiveness and the evaluation tools to be used. The plan provides for support to new and struggling teachers and/or incentives for effective teachers.</i>	<i>The LEA describes a plan to monitor teacher effectiveness, but key details are missing from the plan. More specific information regarding evaluation tools to be used, how often, by whom, etc. is needed. Plans for support of new and/or struggling teachers lack necessary details.</i>	<i>The LEA provides little or no evidence of its plan to monitor teacher effectiveness and support new and/or struggling teachers.</i>
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO). REQUIRED COMPONENT OF TRANSFORMATION MODEL ONLY	<i>The LEA's application clearly outlines the different levels of technical assistance to be provided by the LEA, the SEA and external partners in support of the intervention model.</i>	<i>The LEA's application provides generally information about assistance to be provided to the school during the implementation of the model. However, specific information around the types of technical assistance to be offered and from whom are missing.</i>	<i>The LEA provides little or no evidence of a plan to provide technical assistance and related support to the school as it implements the intervention model.</i>
Restart Model			
	<i>The LEA clearly describes</i>	<i>The LEA provides a</i>	<i>The LEA provides little or no</i>

<p>The LEA implemented a review process for choosing the Charter Management Organization (CMO) or Educational Management Organization (EMO).</p> <p>REQUIRED COMPONENT OF MODEL</p>	<p><i>the process used to select the CMO/EMO. The process required CMOs/EMOs to demonstrate program quality, effectiveness in “like” settings and experience dealing with the identified needs of the school.</i></p>	<p><i>general description of the process used to select the CMO/EMO. Insufficient details provided regarding the manner in which CMOs/EMOs were prioritized—effectiveness, quality, experience.</i></p>	<p><i>evidence of the explicit process used to prioritize and select a CMO/EMO.</i></p>
<p>The LEA identifies the EMO/CMO selected or the pool of potential providers.</p> <p>REQUIRED COMPONENT OF MODEL</p>	<p><i>The LEA identified the EMO/CMO selected or the pool of potential EMOs/CMOs.</i></p>		<p><i>The LEA did not provide the identity of the CMO/EMO selected or the pool of potential EMOs/CMOs.</i></p>
<p>The school to be “restarted” has retained its original grade configuration or has a plan for those students to be moved.</p> <p>REQUIRED COMPONENT OF MODEL</p>	<p><i>The LEA has maintained the grade configuration of the school and all students formerly attending the school will be permitted to attend the “restarted” school in 2010-11.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA plans to change the grade configuration of the “restarted” school and provides a description of the new grade configuration and the reasons for the change. A plan to accommodate and move students to new buildings is described in detail.</i></p>		<p><i>The LEA is not maintaining the grade configuration of the school and cannot support the decision to do so. The LEA does not address the plan for moving students to new buildings in the 2010-11 school year.</i></p>
<p>The LEA/school has an implementation plan to ensure a smooth “restart” for the 2010-11 school year.</p>	<p><i>The LEA describes in detail, the plan for implementing the restart model in the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place</i></p>	<p><i>The LEA provides a general plan for the implementation of the restart model. A timeline is included, but does not include activities prior to the start of the 2010-11</i></p>	<p><i>The LEA provides little or no evidence of a detailed, specific plan and timeline for implementing the restart model in the 2010-11 school year.</i></p>

<p>REQUIRED COMPONENT OF MODEL</p>	<p><i>prior to the start of the 2010-11 school year.</i></p>	<p><i>school year.</i></p>	
<p>School Closure</p>			
<p>The LEA has a plan to enroll students in new, higher-performing, schools or LEAs.</p> <p>REQUIRED COMPONENT OF MODEL</p>	<p><i>The LEA provides a detailed plan to enroll students into higher performing schools, new schools or other neighboring LEA schools that are higher performing. The plan specifically identifies the tasks to be done and the timeline for doing them. Students will be aware of their new placements prior to the start of the 2010-11 school year.</i></p>		<p><i>The LEA does not provide a detailed plan that outlines where students will be attending, the timeline for notification and the goal of having students placed in the 2010-11 school year.</i></p>
<p>The LEA/school has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2010-11 school year.</p> <p>REQUIRED COMPONENT OF MODEL</p>	<p><i>The LEA describes in detail, the plan for closing the school before the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides a general plan for the closure of the school. A timeline is included, but does not include activities prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence of a detailed, specific school closure plan and timeline for 2010-11 school year.</i></p>

Lack of Capacity to Serve Additional Eligible Schools		
Consideration	Rater Comments	Final Assessment Y/N
<p>INTERVENTION MODEL(S) SELECTED: <i>Consider the number of schools the LEA is applying to serve; the models selected within those schools; the human, organizational, structural and material capacity the LEA has described. Does the reader feel the LEA has the capacity to include additional schools w/o negatively impacting the implementation plans for participating schools?</i></p>		
Consideration	Rater Comments	Final Assessment Y/N
<p>NEEDS OF THE SCHOOLS: <i>Consider the needs of the participating schools outlined within the LEA application; the programs and services to be offered in participating schools; the human, organizational, structural and material capacity the LEA has described. Does the reader feel the LEA has the capacity to include additional schools and still meet the identified needs of participating schools?</i></p>		
<p>AVAILABILITY OF OUTSIDE EXPERTS: <i>Consider the current expertise within the LEA, as described within the application; the efforts, if any, to be taken to gain outside expertise in support of participating schools; resources available to pay for outside expertise. Does the reader feel the LEA has the capacity to find additional outside experts and have the capacity to find and allocate resources for additional expertise?</i></p>		

Consideration	Rater Comments	Final Assessment Y/N
<p>AVAILABILITY OF STAFF: <i>Consider the number of highly-qualified staff the LEA will be recruiting for participating schools as part of the reform plan; consider the location of the school (rural/urban) and the effect that has on finding highly-qualified staff. Does the reader feel the LEA has the capacity to hire the needed highly-qualified staff to implement reforms within other eligible schools w/o negatively impacting staffing plans in participating schools?</i></p>		
<p>BUY-IN OF STAFF: <i>Consider the information provided within the LEA's application regarding the process for garnering support for the reform(s) in participating schools; consider the level of staff support garnered in participating schools; the current support of staff in eligible schools; the current achievement levels of students in eligible schools and the satisfaction levels of staff. Does the reader feel the LEA has the capacity to plan for and garner the necessary support in other eligible buildings prior to the 2010-11 school year?</i></p>		
<p>FISCAL SITUATION OF LEA: <i>Consider the resources described within the LEA application; the amount of funding needed from state and local resources to support participating schools; the current fiscal hardships, if any described within the LEA application. Does the reader feel the LEA has sufficient resources available to include other eligible schools w/o negatively impacting the resources</i></p>		

<i>available to participating schools?</i>		
Consideration	Rater Comments	Final Assessment Y/N
<p>AYP STATUS OF ALL BUILDINGS WITHIN LEA: <i>Consider the number of schools within the LEA that are required to carry out certain programs as per NCLB (school choice, SES, etc.); consider the status of current school improvement efforts taking place within eligible buildings as a result of AYP status. Does the reader feel the LEA has the capacity to include additional eligible schools while maintaining the required programs as per NCLB?</i></p>		
<p>UNION, PARENT, COMMUNITY AND BOARD SUPPORT: <i>Consider the information provided within the LEA's application regarding the process for garnering support for the reform(s) in participating schools; consider the level of union, parent, community and board support garnered in participating schools; the current support of these groups in eligible schools; the current achievement levels of students in eligible schools and the satisfaction levels of these groups. Does the reader feel the LEA has the capacity to plan for and garner the necessary support of all or most of these groups in other eligible buildings prior to the 2010-11 school year?</i></p>		

Priority Points—Turnaround & Transformation Models

In schools implementing the Turnaround or Transformation models, priority points will be awarded based on the inclusion of many key strategies. After reviewing the entire LEA application, the reader will award priority points 1) if the following strategies are included with in the application; and 2) based on the level of implementation described. (0-2 points available per strategy.)

Key Strategy	Point Scale: 2 pts = High level of implementation 1 pt = Planning for implementation 0 pts = Not addressed
Implementation of a rigorous, research-based curriculum aligned with clear standards, fair assessments, instruction, materials and interventions.	
Explicit timeline that is appropriate for the implementation of fair assessments.	
An early warning system for grades 6 and above that uses real-time student data.	
Effective use of a student information system.	
Collaboration time (at least 2 times per week) for teachers to review real-time student data to drive instruction.	
New teacher induction programs that include side-by-side mentoring by highly-effective teachers.	
Multi-measure evaluation system for teachers and principals that provides at least annual evaluation and timely, constructive feedback.	

<p>A comprehensive, coherent approach to professional development that is based on student and teacher needs and includes professional development for IB/AP or dual enrollment.</p>	
<p>Quality early childhood programs.</p>	
<p>Reading Recovery or a comparable elementary reading intervention model for all students below grade level in grades 1-3. (Elementary schools only.)</p>	

Scoring Minimum Requirements for SIG Applications: LEA's providing responses that are awarded less than the minimum required score will be required to submit additional information before approval is granted. No application will be funded until these minimums are met.

DATA

- **Criteria #1:** 3—Sufficient Evidence
- **Criteria #2:** 3—Sufficient Evidence
- **Criteria #3:** 2—Limited Evidence
- **Criteria #4:** 2—Limited Evidence
- **Criteria #5:** 3—Sufficient Evidence
- **Criteria #6:** 2—Limited Evidence

ANALYSIS

- **Criteria #1:** 2—Limited Evidence
- **Criteria #2:** 3—Sufficient Evidence

PRIORITIZATION OF NEEDS

- **Criteria #1:** 3—Sufficient Evidence
- **Criteria #2:** 3—Sufficient Evidence

IDENTIFICATION OF MODEL OR SOLUTIONS

- **Criteria #1:** 3—Sufficient Evidence
- **Criteria #2:** 3—Sufficient Evidence
- **Criteria #3:** 2—Sufficient Evidence

CAPACITY

- **All criteria must be 3—Sufficient Evidence**

ONGOING EVALUATION

- **Criteria #1:** 2—Limited Evidence
- **Criteria #2:** 3—Sufficient Evidence
- **Criteria #3:** 3—Sufficient Evidence

QUALITY OF REFORM PLAN

- **All criteria must be 3—Sufficient Evidence**

