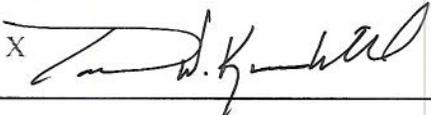


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Arkansas Department of Education	Applicant's Mailing Address: Four Capitol Mall, 305-B Little Rock, AR 72201
State Contact for the School Improvement Grant Name: Cindy Hogue Position and Office: School Improvement Program Advisor Contact's Mailing Address: Four Capitol Mall, 305-B Little Rock, AR 72201 Telephone: 501-682-5615 Fax: 501-682-3372 Email address: cindy.hogue@arkansas.gov	
Chief State School Officer (Printed Name): Dr. Tom Kimbrell	Telephone: 501-682-4201
Signature of the Chief State School Officer: X 	Date: 12-2-10
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name:Arkansas



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



OMB Number: 1810-0682
Expiration Date: September 30, 2013

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 (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) 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 students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) 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 ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B 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

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

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 FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas 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 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG 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.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application 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 under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist
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 government processing of 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 December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Arkansas Department of Education	Applicant's Mailing Address: Four Capitol Mall, 305-B Little Rock, AR 72201
State Contact for the School Improvement Grant Name: Cindy Hogue Position and Office: School Improvement Program Advisor Contact's Mailing Address: Four Capitol Mall, 305-B Little Rock, AR 72201 Telephone: 501-682-5615 Fax: 501-682-3372 Email address: cindy.hogue@arkansas.gov	
Chief State School Officer (Printed Name): Dr. Tom Kimbrell	Telephone: 501-682-4201
Signature of the Chief State School Officer: X	Date: 12-2-10
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 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.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i>	<i>For an SEA revising its definition of PLA schools, please select the following option:</i>
	<input checked="" type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver)	<input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009	
	<input type="checkbox"/> SEA elects to generate new lists	
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

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.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

<input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010
<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <p><input checked="" type="checkbox"/> 1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.</p> <p><input checked="" type="checkbox"/> <i>SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)</i></p> <p><input type="checkbox"/> 2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.</p> <p><input type="checkbox"/> 3. SEA elects to generate new lists. Lists submitted below.</p>	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <p><input type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.</p>

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

The annual school performance data from the Arkansas assessments required under section 111(b)(3) of the ESEA for literacy and mathematics were used to identify persistently lowest-achieving schools. Performance levels from annual assessments for 2007 through 2009 included all students completing a full academic year, as well as students completing an alternate assessment Tier 1 schools identified as persistently

lowest-achieving were determined from among 270 Title 1 participating schools that were in school improvement, corrective action, or restructuring.

1. Schools were ranked based on 2009 academic achievement for mathematics and literacy combined using an added ranks method.
 - a. Schools were sorted from highest to lowest for the percentage of students proficient in mathematics in 2009. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
 - b. Schools were sorted from highest to lowest for the percentage of students proficient in literacy in 2009. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
 - c. An overall rank for 2009 academic achievement was obtained by summing the ranks for mathematics and literacy.
2. Schools were ranked on progress by utilizing the added ranks method for 2007, 2008, and 2009 performance.
 - a. Schools were sorted from highest to lowest for the percentage of students proficient in mathematics for 2007 and 2008. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
 - b. Schools were sorted from highest to lowest for the percentage of students proficient in literacy for 2007 and 2008. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
 - c. Overall ranks for 2007 and 2008 were obtained by summing the ranks for mathematics and literacy.
 - d. A three year progress ranking was obtained by summing the 2007, 2008, and 2009 rank values.
3. A final combined ranking was obtained by summing the weighted rankings for 2009 academic achievement and three year progress. Three year progress was weighted 1.0 and 2009 academic achievement was weighted 0.80.
4. Tier I schools are among the lowest-achieving 5% or 5 schools, whichever number is greater (14 in Arkansas) of the Title 1 participating schools that were in school improvement, corrective action, or restructuring; or schools that include grade 12 that has had a graduation rate of less than 60% for years 2007, 2008, and 2009 .

Using the same process to identify Tier I schools, Tier II schools were identified from among 46 Title 1 eligible schools (but not receiving Title 1 funds) secondary schools using the same method as Tier I schools. Tier II schools are among the lowest-achieving 5% or 5 schools, whichever number is greater (5 in Arkansas) of the schools that were in school improvement, corrective action, or restructuring schools; or schools

that include grade 12 that has had a graduation rate of less than 60% for years 2007, 2008, and 2009. There were no Title 1 schools in the school improvement, corrective action, restructuring that were identified based on persistently low graduation rate, less than 60.0 over a number of years. Three years (2007, 2008, and 2009) of graduation rates were examined.

Tier III schools are all other Title 1 schools in improvement, corrective action, or restructuring not listed in Tier I.

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

EXAMPLE:

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (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.
- (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).

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 the criteria it will use to assess the LEA’s commitment to do the following:

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

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

Part 1: Actions that the LEAs must complete prior to submitting an application

Requirement 1: Criteria to determine whether 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.

The Arkansas Comprehensive School Improvement Planning (ACSIP) model is an annual planning and fund distribution design that must be used by all Arkansas public and charter schools, as defined by Ark. Code Ann. § 6-15-419. Using the ACSIP model, each school in Arkansas develops a comprehensive school improvement plan. The plan is also used as the school's application for all federal programs administered by the Arkansas Department of Education (ADE), under the Elementary Secondary Education Act (ESEA), in addition to Student Special Use Funds. ACSIP must include activities based on the school's greatest needs and identify the performance of student subgroups if the subgroup did not meet the achievement level necessary for Adequate Yearly Progress (AYP). Schools are required to analyze data for the following: combined population of the school; all subgroup data from state required achievement exams; local achievement assessments; attendance or graduation rates; relevant sources to determine student learning needs. Specific grade levels and/or content area information should be recognized as main concerns and achievement gaps between subpopulations should be identified. The ACSIP also serves as the LEA applications for federal and state funds. All LEA applications for funds must show how funds will support the overarching plan (i.e. how budgeted activities directly support the LEA's effort to address the needs, goals, objectives, progress targets, and strategies within the overarching plan).

Within each ACSIP the LEA must identify the following information:

1. Mission statement: A written expression of the mission of the school. The goal and activities of the plan are connected to the mission.
2. Priorities: Expressions of the areas of greatest need, based on analysis of assessment data (e.g., Math, Literacy, Special Education for Focus Schools, Character Education, etc.).
3. Data statements: Statements of the three (3) most current years of information available for each grade tested. These statements may contain the results of comprehensive needs assessments that are developed for the Combined Population, Limited English Proficiency (ELL), Economically Disadvantaged (SES), Students with Disabilities (IEP), & Racial/Ethnic groups: White, African-American, and Hispanic. The following measurements must be included:
 - Criterion Referenced Tests (CRT):

- a. Math identifying weaknesses from strands and goals, open versus multiple choice and literacy for each subpopulation
 - b. Literacy identifying weaknesses from multiple-choice and open response for each subpopulation.
 - Norm Referenced Tests (NRT):
 - Attendance or Graduation Rate (Develop statement for the area on Which the building AYP calculation is based
 - Other appropriate areas as needed.
4. Goal statements: Statements that narrow the scope of the priority by addressing specific weaknesses based on CRT and NRT data disaggregation and analysis.
 5. Benchmark statements: Benchmark statements reflect the building's current AYP status and where the building should be according to the current AYP chart located in the State's Accountability Workbook.
 6. Interventions: Formatted descriptions of proposed research-based programs, initiatives, or strategies to address the student academic, behavioral, and social needs identified in the data analysis.

Research citations (the source, title, author, and date of publication) should be recent and include the scientifically-based research upon which the interventions are developed.

The Arkansas Department of Education (will require all SIG applicants to provide a detailed needs assessment (as indicated in Part 1 below) and substantiate how the selection of each intervention model is supported by the data. The LEA must include in its application a clear identification of the intervention the applicant proposes to implement, along with a timeline for implementation with benchmarks and clearly defined roles and responsibilities associated with the selected intervention, as well as a clear justification for the selection of the intervention model. (Indicators and questions are adapted from the Center for Innovation and Improvement tool "**Selecting the Intervention Model and Partners for a Low-Achieving School: A Decision-Making and Planning Tool for the Local Education Agency**").

Part 1 of the application requires the LEAs to assess school needs. The applicant would follow an orderly progression of steps as it completes this process:

The first step in completing the needs assessment is to assemble evidence as required to develop a profile of the school's context. This part includes the following indicators and questions:

- Grade levels;
- student enrollment;
- Percentage of free/reduced lunch;

- Percentage of special education students;
- Percentage of English language learners;
- home languages of ELL students;
- description of the enrollment area served by school;
- list of feeder schools and recipient schools;
- description of background and core competencies of the school's administrators;
- description of the evaluation process for administrators;
- summary profile of teaching staff;
- evaluation process for teachers; and
- description of current reform and improvement efforts over the last five years.

The LEA will then assemble evidence as required to develop a profile of the school's performance. This part includes the following indicators and questions:

- student proficiency in all tested subjects and grades for "all students" for the past five years;
- student proficiency in all tested subjects and grades by subgroup past three years;
- attendance rate;
- mobility rate; and
- graduation rate.

Key Questions

1. Which students are experiencing the lowest achievement?
2. Which students are experiencing the lowest graduation rates?
3. In which subjects are students experiencing the lowest achievement?
4. What characteristics of the student demographics should be taken into account in selecting a model and external partners?
5. What characteristics of the enrollment area should be taken into account in selecting a model and external partners?

The LEA must also include a detailed summary of the school's progress relative to the Arkansas Scholastic Audit's Standards and Indicators for School Improvement.

Specifically the LEA must describe:

- Specific findings that led to the "Recommendations";
- LEA (Leadership) and/or school "Recommendations" identified for implementation;
- Implementation progress;

- Timeline of prioritized “Recommendations” and the
- Evaluation process.

How the LEA will support the building in providing continuous school improvement at the building level must be addressed by the LEA. Additionally, the LEA will specifically address those items unique to the role of the LEA (i.e., board policy, supervising and guiding building level leadership).

The school must address those items unique to the roles and responsibilities of the school for providing continuous school improvement.

In addition to the above indicators, the LEA must provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each Tier I and Tier II school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

The LEA and school must support its annual goals for student achievement with its current Arkansas Comprehensive School Improvement Plan (ACSIP) priorities and actions. The ADE anticipates that applicants must update or otherwise adjust and amend its ACSIP to accommodate rapid transformation and to secure the input of new leadership that may come into the LEA. ACSIP Supervisors and Title I staff will be available to assist the LEA and schools with ACSIP amendments and adjustments as needed to support SIG initiatives.

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 75 of the 150 points available. The LEA must submit a separate application for each school. A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the

ADE team. If funding comes available SIG applications will be available for Tier III schools. Tier III schools they will be prioritized based on funding and application reviews.

ADE will not take over any school due to academic distress. The SEA will not elect to provide direct services to an LEA in the absence of a take over.

(See Section D for more information)

(The full ADE Title I, 1003(g) SIG Review Rubric is located in Attachment 1)

Requirement 2 - Criteria to evaluate whether 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.

Part 2 of the application requires the LEA to assess the needs and capacity of the school and district relative to each of the intervention models and which intervention model will be likely to produce the most immediate and substantial improvement in student learning. Each LEA must demonstrate the capacity to use SIG funds, 1003(a) school improvement funds, and other State and/or local funds to fully and effectively implement the selected intervention(s) identified for each school in the LEA's application.

To demonstrate capacity, the LEA is required to identify particular characteristics of school needs and capacity, district capacity, and community capacity (including supply of external partners, CMOs, EMO). These identified needs are linked to intervention models that are most appropriate given that characteristic. LEAs then rank order the intervention models based on fit and answer specific questions regarding each intervention model, to further refine the rank order. After answering the questions, the LEA must recommend and provide a rationale for its selection of an intervention model for each school.

The LEA is also required to examine any state statutes and policies, district policies, and district contractual agreements that provide support or otherwise affect each of the four intervention models. A descriptive response must be provided for each indicator. The LEA is also required to list external partners (CMOs, EMOs) that are available to assist with specific aspects of each of the four intervention models.

Additionally, the LEA will provide the following information:

1. Statement of Need - This section is a narrative description of the process the LEA utilized to complete the Needs Assessment, how the performance data informed the selection of the intervention model for each school, how the district analyzed the Scholastic Audit results and determined the resources and related support for each school. The narrative must also include a list of review team members and their positions. If the LEA has selected the Turnaround and/or Transformation models, it must explain how the LEA will assist schools in fulfilling the required activities for each school.

2. Lack of Capacity to Serve - If the LEA is choosing NOT to serve each Tier I school, please provide a detailed explanation indicating why the LEA has determined that it does not have the capacity to serve those schools. (Describe any key policies, processes, weaknesses, or issues that impact the lack of capacity.)

All LEA applicants will be required to submit evidence of their capacity for each of the indicators. Evidence may be in the form of data, district policies, district agreements, and other documentation. ADE will evaluate each LEA applicant's capacity to provide adequate resources and related support to each Tier I and Tier II school utilizing a comprehensive rubric.

(See Section C and page 19 of the LEA application for more details)

(The full ADE Title I, 1003(g) SIG Review Rubric is located in Attachment 1)

Requirement 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).

ADE will evaluate each LEA applicant's budget to ensure it includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school as well as school improvement activities in Tier III schools throughout the period of availability of funds. LEA applicants will be required to submit a detailed budget table and narrative with supporting documentation of the cost of required and (if applicable) optional activities for the selected intervention model for each Tier I and Tier II school. Successful applicants will also show how School Improvement Grant funds will be used to support school improvement strategies in Tier III schools throughout the extended period of fund availability. Support of school improvement strategies for which School Improvement Grant funds are proposed, must be aligned, with school improvement

strategies that are identified through the Scholastic Audit and the Arkansas Comprehensive School Improvement Planning (ACSIP) process.

ADE will evaluate each LEA applicant's budget according to the following requirements. If any requirements are not met, the application will be returned to the LEA for revision.

Budget Table Requirements

- Must include a budget table for each Tier I and Tier II school proposed to be served
- Must identify the school name and Tier
- Must clearly reflect the proposed interventions and activities supported through the needs assessment
- Must include costs for each intervention element for Years 1-3 and the total cost for each intervention element
- Must include the specific source of funds that will be used to cover each cost identified
- Must include the total cost over the availability of the grant funds
- Must list the school improvement activities, costs for each activity over the availability of the grant funds

Budget Narrative Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized

A budget justification narrative must accompany the budget for each Tier I or Tier II school for which funding is sought. The application will not be considered without the budget justification narrative.

Evaluation Criteria - Part 2: Actions that an LEA may have taken, in whole or in part, prior to submitting an application, but most likely, will take after receiving a School Improvement Grant.

Requirement 1: Criteria to assess LEA commitment to design and implement the selected interventions consistent with the final requirements.

ADE will evaluate the LEA's commitment to design and implement the selected interventions consistent with the final requirements by determining if LEA applicants have included the following information in the application:

- Detailed tasks, timelines, and responsibility for designing and implementing

each required and (if applicable) optional activity for the selected interventions.

- Information to connect the tasks, timelines, and responsibility to the school's goals under ACSIP.
- LEA plan for monitoring the implementation of the intervention model;
- LEA plan for how the LEA will promote the working relationships among the groups, partner, committed to the intervention and other community stakeholders.

The ADE will assess the degree to which intervention design and implementation is consistent with the final requirements through the ACSIP process. This procedure is one with which LEAs and schools are familiar. In addition to ACSIP supervisors the ADE will also use the Statewide System of Support (SSOS) to supervise the implementation of the improvement plan.

If the ADE application for a waiver to extend the funding period to September 30, 2014 is approved, all applicants will be subject to the September 30, 2014 end of the period of availability of School Improvement Funds. If the ADE application for a waiver to extend the funding period to September 30, 2014 is not approved, applicants may apply separately for a waiver to extend the period of availability of School Improvement Funds to September 30, 2014.

Applicants must fully implement intervention models in the 2011-2012 school year. However, certain model components; as identified in the non-regulatory guidance, such as job-embedded professional development or identifying and rewarding teachers and principals who have increased student achievement and high school graduation rates through effective implementation of a model, will occur later in the process of implementing an intervention model. For example, in the case of rewards for exemplary teachers and administrators, there must be a foundation or baseline for identifying teachers and administrators who have increased achievement and high school graduation rates. While this information may not be available on the first day of the 2011-2012 school year, it will become evident as the school year unfolds.

The ADE recommends peer review of intervention implementation with frequent reporting from the building level administrator to the superintendent; from the superintendent to the local school board; and from the local school board to the peer review committee. A peer review committee would consist of representatives from the following constituent groups:

- Higher education
- Local public school district
- Arkansas Department of Education

- Parent representative (not a school employee or employee spouse)
- Two representatives at large with expertise in grants management or administration

Monitoring of implementation may be formal or informal, on-site or through desk audits, focusing on compliance or geared toward technical assistance, and will be conducted using persons with expertise in relevant areas of teaching, administration, school culture and climate, and finance.

Requirement 2: Recruit, screen, and select external providers, if applicable, to ensure their quality.

ADE will evaluate the LEA’s commitment to recruit, screen and select external providers by assessing, according to the rubric below, the following information contained in the LEA application.

- Identification (or process to identify) of external providers with a history of success in turning around low-performing schools using the interventions selected by the applicant.
- Identification (or process to identify) of external providers that can provide a broad range of services and resources, including but not limited to:
 - Curriculum alignment
 - Evaluating and developing staff
 - Effectively implementing extended learning time
 - Developing the support of community and faith-based organizations
 - Implementing an effective parent or family involvement plan
 - Creating sustained professional development and technical assistance; and
 - Direct services to administrators, faculty and students, including modeling of pedagogical and administrative techniques proven to be effective in settings similar to that of the applicant.

If the LEA chooses to use multiple external providers (CMO, EMO), the range of services and resources can be spread across the selection of providers. No single provider will be required to provide all services, but each of the services should be provided by one or more selected external providers (CMO, EMO).

*The ADE will use the following rubric to determine the extent to which the LEA’s commitment to recruit, screen, and select external provider (CMO, EMO). **A rating of Satisfactory is required for all components.***

DETERMINING LEA COMMITMENT TO RECRUIT, SCREEN AND SELECT EXTERNAL PROVIDERS (CMO, EMO)

<i>Limited</i>	<i>Basic</i>	<i>Satisfactory</i>
<ul style="list-style-type: none"> • <i>The roles and responsibilities of the external provider (CMO, EMO), and LEA are unclear, minimally defined or not evident.</i> • <i>There is little or no evidence that a range of providers has been researched.</i> • <i>The external provider (CMO, EMO), has not shown clear success in turning schools around</i> • <i>The LEA has failed to include all the required services and resources in its selection of external providers (CMO, EMO),</i> • <i>The LEA does not have a plan for holding the external provider (CMO, EMO), accountable to specific, high standards of performance</i> • <i>The timeline for services is unclear, minimally detailed, or missing</i> • <i>Roles and responsibilities are unclear, minimally detailed, missing, or place an undue amount of responsibility on the LEA</i> • <i>The cost associated with using this external provider (CMO, EMO), is unreasonable</i> • <i>Unnecessary costs are included in the budget</i> • <i>There is little or no evidence of involvement of parents or other stakeholders in the selection of the provider</i> 	<ul style="list-style-type: none"> • <i>The roles and responsibilities of the external provider (CMO, EMO), and LEA are expressed in general terms</i> • <i>There is some, but not compelling, evidence that a range of providers has been researched</i> • <i>The success of the provider is questionable, or is not relevant</i> • <i>Most, but not all, of the required services are included in the selection</i> • <i>There is a general plan for holding the provider accountable, but the standards are not sufficiently high</i> • <i>The timeline is not reasonable or exceeds the timeline for the grant</i> • <i>Roles and responsibilities of the LEA are unclear or unreasonable</i> • <i>Costs are generally, but not complete, reasonable and/or focused on change</i> • <i>Parents and other stakeholders have had some involvement in choosing the provider, but their input is not clearly identified</i> 	<ul style="list-style-type: none"> • <i>Roles and responsibilities are clearly defined and reasonable</i> • <i>Compelling evidence that a wide range of providers has been researched</i> • <i>There is clear and compelling evidence that the provider has been successful in a relevant context or setting</i> • <i>All required services are included in the selection of provider(s)</i> • <i>There is a specific plan for holding the provider to high standards and consequences for failure to meet those standards are clearly stated</i> • <i>The timeline for services is reasonable, within the time frame of the grant</i> • <i>The roles and responsibilities of the LEA are clear, and reasonable</i> • <i>Costs are reasonable and focused on change</i> • <i>Parents and other stakeholders have had significant input into the selection of the provider</i>

Requirement 3: Align other resources with the interventions.

The ACSIP serves as the LEA's application for regular federal and state funds. All LEA applications for funds must show how funds will support the overarching plan (i.e. how budgeted activities directly support the LEA's effort to address the needs, goals, objectives, progress targets, and strategies within the overarching plan). Applicants will be required to document how these current-funding streams and resources will be integrated into or aligned with the use of School Improvement Grant funds. Specifically, ACSIP plans will be reflective of the intervention selected by the applicant and the intervention must, reciprocally, be reflective of the priority areas in the LEA's ACSIP plan. Because each LEA has different resources, ADE cannot always specify the other resources and non-federal funds that may be aligned with the interventions.

The three-year budget summary will be reviewed and approved according to the alignment between the interventions outlined and other resources in the school and district.

Assessment of the LEA's commitment to align other resources may include, but will not be limited to:

- Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;
- Assessing the alignment of other federal, state, and local resources with the goals and timelines of the grant (e.g., fiscal personnel, time allotments and scheduling, curriculum, instruction, technology resources, and equipment);
- Conducting regularly scheduled reviews of the resource alignment to ensure all area are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; and
- Redirecting resources that are not being used to support the school improvement process.

Requirement 4: Modify its practices and/or policies, if necessary, to enable it to implement the interventions fully and effectively.

If modification of practices or policies is necessary for the full and effective implementation of the interventions, then such modification will be required of the LEA. Monitoring of the degree to which modifications are necessary and the degree to which

necessary modifications have been implemented will be monitored via one or more of the following: on-site monitoring, desk audits, State Specialty Team visits, and ACSIP.

Documentation of such support could include minutes of local board meetings or other stakeholder meetings along with results of on-site monitoring or desk audits, input from State Specialty Team, and inclusion of changes in an LEA's ACSIP plans.

The LEA will identify the process to review current practices and policies, which support or impede the efforts of the intervention models to include the following:

- Review annually the current policies and procedures. This will provide opportunities for public input.
- Identify practices related to recruiting and retaining highly qualified teachers and administrators.
- Address and identify practices and policies that include collective bargaining and fair dismissal and re-assignment for Tier I, II and III schools.
- Review policies and procedures that provide collaborative and on-going communication between district office and participating schools.
- Identify alignment of current programs, practices, and strategies, which may support or hinder the interventions for Tier I, II and III schools.
- Review the time structure and format of the instructional day of Tier I, II and III schools.

Requirement 5: Sustain the reforms after the funding period ends.

The ADE recognizes that a plan for sustainability must be embedded in intervention implementation. Sustainability does not happen at the end of the grant period, but is an integral part of the entire process. Successful applicants will include in their application an identified mechanism for measuring and supporting capacity building of the local school board, central administration and building level administration; and a change in school culture to support the intervention implemented in the school or schools. Such mechanisms must include the use of formative evaluations to drive instruction and support the intervention; and may include differential pay for highly effective teachers. Additionally there is a requirement that sustainability must be addressed within the Implementation Plan.

The ADE will assess the LEA's commitment to sustaining reforms after the funding period ends by:

- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations

- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement activities, financial management, and operations of the school.
- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school's mission, goals, and needs.
- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? (*For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.*)

² "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

B-1: Additional Evaluation

SEA will review the budget and pre-implementation activities to ensure the funds are sufficient to carry-out the pre-implementation activities listed and that the activities listed are clearly related to the selected intervention model.

All of the proposed activities (e.g. review of external providers, family engagement, instructional programs, professional development, etc) and SIG funds an LEA uses in a Tier I or Tier II school must be used to support the LEA's implementation of one of the four school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA's needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, the SEA will consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools. In addition, in accordance with general cost principles governing the SIG program, an SEA will ensure that the proposed use of funds is reasonable and necessary and does not run afoul of the supplement not supplant requirement.

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 any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

The Arkansas Department of Education will use the following to evaluate LEA's lack of capacity to serve all schools:

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives?
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools?
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff.
6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each Tier I school.
7. Review the history of the LEA's use of state and federal funds.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

If the ADE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the ADE will contact the LEA for a consultation to identify ways in

which the LEA can manage the intervention and sustainability.

The consultation will include but will not be limited to the following:

1. ADE will review the findings and collaborate with the LEA to determine what support it needs from the ADE.
2. The ADE will offer technical assistance where needed and request written clarification of application and an opportunity for the LEA to amend the application to support the claim.
3. If the LEA chooses not to submit requested clarification or an amended application then the LEA may re-apply for the SIG grant in the next funding cycle.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

D. (Part 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	February 28, 2011
3. Release LEA applications and guidelines for eligible applicants.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
4. LEA application for Tier I and Tier II schools due.	April 8, 2011
5. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2011-2012 school year in Tier I and Tier II schools.	April 22, 2010
6 LEA applications for Tier III schools due.	April 29, 2011

	7. Award funds to LEAs for Tier III schools.	May 13, 2011	
	8. Provide technical assistance for initial grant implementation.	April 2011 – June 2012	

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 75 of the 150 points available. The LEA must submit a separate application for each school. A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team. If funding comes available SIG applications will be available for Tier III schools. Tier III schools they will be prioritized based on funding and application reviews.

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(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.

(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.

(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.

(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.

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

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

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.³

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

D (PART 2)

LEAs applying for school improvement funds to serve Tier I and Tier II schools will need to establish goals and select one of the four intervention models based on the LEA needs assessment. The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion.

In order to retain funding any school receiving 1003(g) funds must meet the LEA established and ADE approved student achievement goals and show improvement on the following criteria.

- Implementation of all elements of the selected intervention model;
- Effectiveness of instruction in meeting the student achievement goals;
- Feedback from students, teachers, parents, and school leadership to determine if the school and staff are invested in the success of every student;
- Progress toward working with external provider, if applicable;
- Progress toward the following leading indicators:
 - Number of minutes within the school year;(Tier I and Tier II only)
 - Student participation rate on state assessments in reading/language arts and mathematics by subgroup;
 - Dropout rate (if applicable);
 - Student attendance rate;
 - Number and percentage of students completing advanced coursework;
 - Discipline incidents;
 - Truant students;
 - Teacher attendance rate.

If the LEA fails to meet its goals and make progress on the indicators, the ADE reserves the right to mandate that the LEA take specific steps to meet its goals. The LEA must submit a written plan to the ADE with a reasonable, amended timeline and the identification of barriers that led to its not meeting its goal(s) in the time frame set out in the approved application. If an LEA refuses to take the mandated steps in a specific school, the ADE reserves the right to refuse to renew the grant funding for that school. If an LEA refuses to take the steps mandated across all schools receiving funding, the ADE reserves the right to refuse to renew grant funding for the LEA as a whole.

D (PART 3)

LEAs applying for school improvement funds to serve Tier III schools will need to establish goals and intervention activities for student growth. These goals are to be based on the LEA needs assessment and must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion.

In order to retain funding any school receiving 100(g) funds must meet the LEA established and ADE approved student achievement goals and show improvement on the following criteria.

Progress toward the following leading indicators, if applicable:

- Number of minutes within the school year;
- Student participation rate on state assessments in reading/language arts and mathematics by subgroup;
- Dropout rate (if applicable);
- Student attendance rate;
- Number and percentage of students completing advanced coursework;
- Discipline incidents;
- Truant students;
- Teacher attendance rate.

D (Part 4)

LEAs will submit quarterly reports and will receive a written response identifying areas of strength/success and concerns. LEAs may be required to send in documentation to answer additional questions for areas that have not been addressed in the quarterly reports.

Each Tier I and Tier II school will be monitored to ensure that is making progress in meeting its goals and on the following indicators.

- Implementation of all elements of the selected intervention model;
- Effectiveness of instruction in meeting the student achievement goals;
- Feedback from students, teachers, parents, and school leadership to determine if the school and staff are invested in the success of every student;
- Progress toward working with external provider, if applicable;
- Progress toward the following leading indicators:

- Number of minutes within the school year;(Tier I and Tier II only)
- Student participation rate on state assessments in reading/language arts and mathematics by subgroup;
- Dropout rate (if applicable);
- Student attendance rate;
- Number and percentage of students completing advanced coursework;
- Discipline incidents;
- Truant students;
- Teacher attendance rate.

Each Tier I and Tier II school will have a minimum of one site monitoring visit during each quarter of the school year. A monitoring protocol based on the goals and objectives developed by each school will be used by the ADE monitoring team. The monitoring team is lead by the SIG programs advisor and also includes at least one other ADE federal program personnel. The monitoring team will meet with the school principal and the leadership team. During the meeting, data and documents pertaining to progress in meeting the school goals and the indicators will be reviewed and discussed. Such documents might include results from school or district assessments, professional development agendas, parent/community involvement agendas with sign-in sheets, classroom observation reports, class schedules, lesson plans for regular and after school classes, and attendance reports. During the visit a financial audit report will also be reviewed. The monitoring team will visit classes, interview faculty and students, and visit the superintendent of schools if needed. The visit will be followed by a written report to the principal and superintendent. The report will identify areas of strength/success and concerns. Technical assistance will be provided by the ADE to LEAs if monitoring shows a need.

D (Part 5)

The number of Tier I and Tier II grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team. If funding is available there will be a second competition with Tier III schools included.

D (Part 6)

If funding comes available a second competition for Tier III schools will be opened. SIG awards to Tier III schools will be based on funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team.

D (Part 7)

ADE will not take over any school.

D (Part 8)

The SEA will not elect to provide direct services to an LEA in the absence of a take over.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- 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.
- 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 "rigorous review process" of recruiting, screening, and selecting external providers as well as 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; total amount of the three year grant listed by each year of implementation; 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: The 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 any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

The SEA will reserve five percent of its School Improvement Grant Funds for administration, finance, evaluation, and technical assistance. The SEA anticipates using SIG funds to support 2.5 FTE positions whose function is to oversee the implementation of SIG in LEAs that have successfully applied for the funds.

The SEA will provide technical assistance in developing an application for funds, implementing the grant as approved, and evaluating the effectiveness of the grant. Guidance will also be provided in the review of external providers, budget development, carrying out the strategic plan, developing capacity, planning professional development, and recruiting and retaining highly qualified personnel.

The SEA will contract with an outside evaluator to determine effectiveness of School Improvement Grants.

G. CONSULTATION WITH STAKEHOLDERS: The 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

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here Arkansas requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here Arkansas requests a waiver of the requirements it has indicated 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, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, 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.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot

request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

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, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, 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.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here Arkansas requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

(Must check if requesting one or more waivers)

The State assures that, prior to submitting 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 its waiver request(s) 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 the above waiver request(s) 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.

PART II: LEA REQUIREMENTS

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

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA 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 required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

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

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) 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;
- (3) 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; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

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

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

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (e.g., a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [‡]	Title I eligible [§] elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{**}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

[‡] “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

[§] For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{**} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

**Arkansas's Persistently Lowest-Achieving Schools
2009-2010**

LEA	District Name	School Name	NCES SCHOOL ID#	Tier	Grade Rate
5403019	Helena/West Helena School District	CENTRAL HIGH SCHOOL	50768000476	I	NO
901003	Dermott School District	DERMOTT HIGH SCHOOL	50517000239	I	NO
3502010	Dollarway School District	DOLLARWAY HIGH SCHOOL	50541000235	I	NO
3502009	Dollarway School District	DOLLARWAY MIDDLE SCHOOL	50541000252	I	NO
1802007	Earle School District	EARLE HIGH SCHOOL	50555000266	I	NO
6202024	Hughes School District	HUGHES HIGH SCHOOL	50801000520	I	NO
6002060	N. Little Rock School District	LYNCH DRIVE ELEMENTARY SCHOOL	51068000790	I	NO
5404032	Marvell School District	MARVELL HIGH SCHOOL	50951000694	I	NO
1805021	Turrell School District	TURRELL HIGH SCHOOL	51326000185	I	NO
903018	Lakeside School District	LAKESIDE HIGH SCHOOL	50864000578	II	NO
6205028	Palestine-Wheatley School District	PALESTINE- WHEATLEY SENIOR HIGH	50005100833	II	NO
3505042	Pine Bluff School District	PINE BLUFF HIGH SCHOOL	50002600867	II	NO
6601014	Fort Smith School District	ALBERT PIKE ELEMENTARY SCHOOL	50633000370	III	NO

203016	Hamburg School District	ALLBRITTON UPPER ELEM. SCHOOL	50004201279	III	NO
1701001	Alma School District	ALMA INTERMEDIATE SCHOOL	50225000003	III	NO
1701003	Alma School District	ALMA MIDDLE SCHOOL	50225000005	III	NO
1701004	Alma School District	ALMA PRIMARY SCH	50225001350	III	NO
6103009	Pocahontas School District	ALMA SPIKES ELEM	51161000883	III	NO
3904004	Lee County School District	ANNA STRONG ELE	50936000672	III	NO
3904006	Lee County School District	ANNA STRONG MIDE	50936000673	III	NO
1608023	Jonesboro School	ANNIE CAMP JR. HIC	50828000547	III	NO
4605026	Texarkana School District	ARKANSAS HIGH SC	51311001068	III	NO
4101003	Ashdown School District	ASHDOWN JUNIOR	50258000031	III	NO
7401001	Augusta School District	AUGUSTA ELEMENT	50267000036	III	NO
7301004	Bald Knob School District	BALD KNOB MIDDLE	50270000128	III	NO
6001052	Little Rock School District	BASELINE ELEMENT	50900001378	III	NO
5201005	Bearden School District	BEARDEN MIDDLE S	50003200174	III	NO
7302008	Beebe School District	BEEBE ELEMENTAR	50288000054	III	NO
7302013	Beebe School District	BEEBE INTERMEDIA	50288000499	III	NO
7302011	Beebe School District	BEEBE MIDDLE SCH	50288000474	III	NO

5403011	Helena/West Helena School District	BEECH CREST ELEM	50768000475	III	NO
3505025	Pine Bluff School District	BELAIR MIDDLE SCH	50002600855	III	NO
6002053	N. Little Rock School District	BELWOOD ELEMEN	51068000782	III	NO
6302011	Benton School District	BENTON MIDDLE SC	50296000068	III	NO
6303028	Bryant School District	BETHEL MIDDLE SC	50369001197	III	NO
2901002	Blevins School District	BLEVINS HIGH SCH	50330000090	III	NO
4702013	Blytheville School District	BLYTHEVILLE HIGH	50332000091	III	NO
4702011	Blytheville School District	BLYTHEVILLE INTER	50332000094	III	NO
4702007	Blytheville School District	BLYTHEVILLE KINDE	50332000095	III	NO
4702012	Blytheville School District	BLYTHEVILLE MIDDLE	50332000099	III	NO
4702008	Blytheville School District	BLYTHEVILLE PRIMA	50332000096	III	NO
6002054	N. Little Rock School District	BOONE PARK ELEM	51068000783	III	NO
4201001	Booneville School District	BOONEVILLE ELEME	50345000104	III	NO
6001018	Little Rock School District	BRADY ELEMENTAR	50900000605	III	NO
4801003	Brinkley School District	BRINKLEY HIGH SCH	50363000112	III	NO
4003014	Star City School District	BROWN ELEMENTAR	50002801041	III	NO

6505011	Ozark Mountain School District	BRUNO-PYATT HIGH	50007600686	III	NO
6303020	Bryant School District	BRYANT ELEMENTA	50369000120	III	NO
6303026	Bryant School District	BRYANT MIDDLE SC	50369001440	III	NO
4101002	Ashdown School District	C. D. FRANKS ELEM	50258000030	III	NO
4801001	Brinkley School District	C.B. PARTEE ELEM	50363000114	III	NO
3403011	Newport School	CASTLEBERRY ELE	50002300770	III	NO
1702008	Cedarville School District	CEDARVILLE ELEM	50408000149	III	NO
5502010	Centerpoint School District	CENTERPOINT HIGH	50669000341	III	NO
1402006	Magnolia School District	CENTRAL ELEMENT	50004400653	III	NO
4702006	Blytheville School District	CENTRAL ELEMENT	50332000093	III	NO
6201003	Forrest City School District	CENTRAL ELEMENT	50627001425	III	NO
1002006	Arkadelphia School District	CENTRAL PRIMARY	50243000019	III	NO
4802008	Clarendon School District	CLARENDON ELEM	50435000163	III	NO
4802010	Clarendon School District	CLARENDON HIGH S	50435000164	III	NO
3601005	Clarksville School District	CLARKSVILLE HIGH	50438000166	III	NO
3509066	Watson Chapel School District	COLEMAN ELEMENT	51393001136	III	NO
4605024	Texarkana School District	COLLEGE HILL MIDD	51311001071	III	NO

6003135	Pulaski County Special School District	COLLEGE STATION	51185000910	III	NO
1101004	Corning School District	CORNING HIGH SCH	50000900191	III	NO
2601002	Cutter-Morning Star School District	CUTTER-MORNING S	50486000210	III	NO
7504009	Dardanelle School District	DARDANELLE ELEM	50493000213	III	NO
7504013	Dardanelle School District	DARDANELLE PRIM	50493000243	III	NO
402008	Decatur School District	DECATUR ELEMENT	50498000220	III	NO
406048	Siloam Springs School District	DELBERT PETE & PA	51245001235	III	NO
901001	Dermott School District	DERMOTT ELEMENT	50517000238	III	NO
101003	Dewitt School District	DEWITT MIDDLE SC	50000100217	III	NO
1608024	Jonesboro School District	DOUGLAS MACARTH	50828000548	III	NO
2202005	Drew Central School District	DREW CENTRAL HIG	50547000259	III	NO
6001007	Little Rock School District	DUNBAR MAGNET M	50900000608	III	NO
1802006	Earle School District	DUNBAR MIDDLE SC	50555000931	III	NO
2705018	Sheridan School District	EAST END ELEMENT	50001500995	III	NO
2705024	Sheridan School District	EAST END INTERME	50001500275	III	NO
6602045	Greenwood School District	EAST HILLS MIDDLE	50699000463	III	NO
1803033	West Memphis School District	EAST JUNIOR HIGH	50804000523	III	NO
5608037	East Poinsett County School District	EAST POINSETT CO	50004801348	III	NO

602012	Warren School District	EASTSIDE PRIMARY	50000601129	III	NO
1402007	Magnolia School District	EAST-WEST ELEMEN	50004400654	III	NO
2404015	Ozark School District	ELGIN B. MILTON EL	51101000829	III	NO
7201004	Elkins School District	ELKINS ELEM. PRIM	50576001051	III	NO
7201001	Elkins School District	ELKINS ELEMENTAR	50576000289	III	NO
7207040	Springdale School District	ELMDALE ELEMENT	51266001021	III	NO
2901013	Blevins School District	EMMET ELEMENTAR	50330000293	III	NO
4605020	Texarkana School District	FAIRVIEW ELEMENT	51311001072	III	NO
5204021	Camden Fairview School District	FAIRVIEW ELEMENT	50606000311	III	NO
2002008	Fordyce School District	FORDYCE ELEMENT	50621001230	III	NO
2002009	Fordyce School District	FORDYCE MIDDLE S	50621001400	III	NO
6001009	Little Rock School District	FOREST HEIGHTS M	50900000610	III	NO
6201010	Little Rock School District	FORREST CITY JR. H	50627000345	III	NO
1611039	Nettleton School District	FOX MEADOW ELEM	51044000761	III	NO
6001025	Little Rock School District	FRANKLIN INCENTIV	50900000612	III	NO
7207053	Springdale School District	GEORGE ELEMENTA	51266000059	III	NO
6001056	Little Rock School District	GEYER SPRINGS EL	50900001382	III	NO
3403010	Newport School District	GIBBS ALBRIGHT EL	50002300769	III	NO

4708028	Gosnell School District	GOSNELL ELEMENT	50002901275	III	NO
1002009	Arkadelphia School District	GOZA MIDDLE SCH	50243000020	III	NO
404024	Gravette School District	GRAVETTE MIDDLE	50684001394	III	NO
803012	Green Forest School District	GREEN FOREST HIG	50687000416	III	NO
2807004	Green County Tech School District	GREENE CO. TECH	51308000015	III	NO
2807010	Green County Tech School District	GREENE CO. TECH	51308000963	III	NO
7204027	Greenland School District	GREENLAND ELEM	50693000419	III	NO
1003018	Gurdon School District	GURDON HIGH SCH	50711000430	III	NO
1003016	Gurdon School District	GURDON PRIMARY	50711000432	III	NO
2304022	Guy-Perkins School District	GUY-PERKINS HIGH	50714000434	III	NO
203018	Hamburg School District	HAMBURG HIGH SC	50004201281	III	NO
203017	Hamburg School District	HAMBURG JUNIOR H	50004201280	III	NO
701001	Hampton School District	HAMPTON ELEMENT	50723000440	III	NO
701002	Hampton School District	HAMPTON HIGH SCH	50723000441	III	NO
6304031	Harmony Grove School District	HARMONY GROVE M	50732000661	III	NO
6003102	Pulaski County Spec. School District	HARRIS ELEMENTA	51185000916	III	NO
503015	Harrison School District	HARRISON JR. HIGH	50738000451	III	NO

1608020	Jonesboro School District	HEALTH/WELLNESS	50828000553	III	NO
1202005	Heber Springs School District	HEBER SPRINGS EL	50756000466	III	NO
6001013	Little Rock School District	HENDERSON MIDDLE	50900000617	III	NO
601006	Hermitage School District	HERMITAGE ELEMENTARY	50771000484	III	NO
601007	Hermitage School District	HERMITAGE HIGH SCHOOL	50771000485	III	NO
601008	Hermitage School District	HERMITAGE MIDDLE	50771001195	III	NO
7203025	Fayetteville School District	HOLT MIDDLE SCHOOL	50612000863	III	NO
2603020	Hot Springs School District	HOT SPRINGS MIDDLE	50789000514	III	NO
6601011	Fort Smith School District	HOWARD ELEMENTARY	50633000364	III	NO
3804010	Hoxie School District	HOXIE HIGH SCHOOL	50799000518	III	NO
5204025	Camden Fairview School District	IVORY PRIMARY SCHOOL	50606001432	III	NO
1803027	West Memphis School District	JACKSON ELEMENTARY	50804000524	III	NO
6003103	Pulaski County Spec. School District	JACKSONVILLE ELEMENTARY	51185000918	III	NO
1608025	Jonesboro School District	JONESBORO HIGH SCHOOL	50828000551	III	NO
7003027	Junction City School District	JUNCTION CITY ELEMENTARY	50834000557	III	NO
4101001	Ashdown School District	L.F. HENDERSON INTERMEDIATE	50258000029	III	NO
3704007	Lafayette County School District	LAFAYETTE COUNTY	50006500719	III	NO

3704013	Lafayette County School District	LAFAYETTE COUNT	50006500727	III	NO
2605036	Lake Hamilton School District	LAKE HAMILTON INT	50861001234	III	NO
2605037	Lake Hamilton School District	LAKE HAMILTON MID	50861000138	III	NO
903015	Lakeside School District	LAKESIDE LOWER E	50864000361	III	NO
903016	Lakeside School District	LAKESIDE UPPER E	50864000576	III	NO
6002070	N. Little Rock School District	LAKEWOOD MIDDLE	51068000788	III	NO
6003104	Pulaski County Spec. School District	LANDMARK ELEMEN	51185000927	III	NO
2603023	Hot Springs School District	LANGSTON MAGNET	50789001187	III	NO
506032	Lead Hill School District	LEAD HILL HIGH SCH	50342000103	III	NO
3904008	Lee County School District	LEE HIGH SCHOOL	50936000675	III	NO
7205031	Lincoln School District	LINCOLN ELEMENTA	50894000600	III	NO
7205032	Lincoln School District	LINCOLN HIGH SCH	50894000601	III	NO
6201012	Forrest City School District	LINCOLN MIDDLE SC	50627001185	III	NO
4301027	Lonoke School District	LONOKE ELEMENTA	50906000641	III	NO
4301030	Lonoke School District	LONOKE PRIMARY S	50906000644	III	NO
1002007	Arkadelphia School District	LOUISA PERRITT PR	50243000022	III	NO
5404006	Marvell School District	LUCILIA WOOD ELE	50951001214	III	NO

6001035	Little Rock School District	M.L. KING MAGNET	50900000176	III	NO
6001057	Little Rock School District	MABELVALE ELEME	50900001383	III	NO
6001062	Little Rock School District	MABELVALE MIDDLE	50900001388	III	NO
1402009	Magnolia School District	MAGNOLIA HIGH SC	50004400656	III	NO
1402008	Magnolia School District	MAGNOLIA JR. HIGH	50004400655	III	NO
3004021	Malvern School District	MALVERN ELEMENT	50924001366	III	NO
3004023	Malvern School District	MALVERN HIGH SCH	50924001372	III	NO
4101005	Ashdown School District	MARGARET DANIEL	50258000807	III	NO
1804017	Marion School District	MARION INTERMED	50939000130	III	NO
1804016	Marion School District	MARION MIDDLE SC	50939001428	III	NO
5604015	Marked Tree School District	MARKED TREE ELEM	50942000689	III	NO
5604017	Marked Tree School District	MARKED TREE HIGH	50942000687	III	NO
5404030	Marvell School District	MARVELL PRIMARY	50951000696	III	NO
1608017	Jonesboro School District	MATH & SCIENCE M	50828000552	III	NO
3502006	Dollarway School District	MATTHEWS ELEMEN	50541000251	III	NO
2305026	Mayflower School District	MAYFLOWER HIGH S	50954000698	III	NO

6102006	Maynard School District	MAYNARD HIGH SCH	50957000700	III	NO
2105026	McGehee School District	MCGEHEE ELEMENT	50963000703	III	NO
2105028	McGehee School District	MCGEHEE HIGH SCH	50963000705	III	NO
6001033	Little Rock School District	MEADOWCLIFF ELE	50900000623	III	NO
104023	Stuttgart School District	MEEKINS MIDDLE SC	51296001057	III	NO
1608022	Jonesboro School District	MICROSOCIETY MA	50828000554	III	NO
6202022	Hughes School District	MILDRED JACKSON	50801000519	III	NO
5403018	Helena/West Helena School District	MILLER JUNIOR HIG	50768000477	III	NO
3104005	Mineral Springs School District	MINERAL SPRINGS	50978000716	III	NO
3104006	Mineral Springs School District	MINERAL SPRINGS	50978000717	III	NO
1507037	So. Conway Co. School District	MORRILTON JUNIOR	51252000041	III	NO
1703013	Mountainburg School District	MOUNTAINBURG HI	51026000751	III	NO
6003141	Pulaski County Spec. School District	MURRELL TAYLOR E	51185001256	III	NO
3105009	Nashville School District	NASHVILLE ELEMEN	51038000756	III	NO
3105010	Nashville School District	NASHVILLE JUNIOR	51038000758	III	NO
3105012	Nashville School District	NASHVILLE PRIMAR	51038001193	III	NO
3403013	Newport School District	NEWPORT HIGH SC	50002300772	III	NO

3403012	Newport School District	NEWPORT JUNIOR H	50002300771	III	NO
6002063	N. Little Rock School District	NO. HEIGHTS ELEM	51068000793	III	NO
304021	Norfolk School District	NORFORK ELEMENT	51056000773	III	NO
4605025	Texarkana School District	NORTH HEIGHTS JR	51311001073	III	NO
406046	Siloam Springs School District	NORTHSIDE ELEM	51245001002	III	NO
6003140	Pulaski County Spec School District	NORTHWOOD MIDD	51185001238	III	NO
6003108	Pulaski County Spec School District	OAK GROVE ELEM	51185000933	III	NO
2808028	Paragould School District	OAK GROVE MIDDLE	50001701296	III	NO
3505034	Pine Bluff School District	OAK PARK ELEMENT	50002600866	III	NO
6806014	Twin Rivers School District	OAK RIDGE CENTRA	50007700887	III	NO
6003139	Pulaski County Spec School District	OAKBROOKE ELEM	51185001239	III	NO
2603015	Hot Springs School District	OAKLAWN MAGNET	50789000511	III	NO
7203027	Fayetteville School District	OWL CREEK SCHOC	50612001213	III	NO
2404005	Ozark School District	OZARK KINDERGAR	51101001165	III	NO
6205031	Palestine -Wheatley School District	PALESTINE-WHEATL	50005101150	III	NO
6002064	N. Little Rock School District	PARK HILL ELEMENT	51068000796	III	NO
1705030	Van Buren School District	PARKVIEW ELEMEN	51341001371	III	NO

7510028	Two Rivers School District	PLAINVIEW-ROVER	50007900873	III	NO
7510029	Two Rivers School District	PLAINVIEW-ROVER	50007900874	III	NO
1704018	Mulberry School District	PLEASANT VIEW JU	51029001454	III	NO
6103010	Pocahontas School District	POCAHONTAS HIGH	51161000884	III	NO
6103011	Pocahontas School District	POCAHONTAS UPPE	51161000885	III	NO
6002059	N. Little Rock School District	POPLAR STREET MI	51068001437	III	NO
6001038	Little Rock School District	PULASKI HEIGHTS E	50900001190	III	NO
6001010	Little Rock School District	PULASKI HEIGHTS M	50900000628	III	NO
7202007	Farmington School District	RANDALL G. LYNCH	50609000854	III	NO
7001005	El Dorado School District	RETTA BROWN ELE	50568000280	III	NO
6002702	N. Little Rock School District	RIDGEROAD CHART	51068000729	III	NO
1305009	Cleveland County School District	RISON ELEMENTAR	50006700950	III	NO
4706068	So. Miss. County School District	RIVERCREST JUNIO	50004501028	III	NO
7207042	Springdale School District	ROBERT E. LEE ELE	51266001023	III	NO
6001050	Little Rock School District	ROCKEFELLER INCE	50900001217	III	NO
6003111	Pulaski County Spec School District	SCOTT ELEMENTAR	51185000938	III	NO
6002069	N. Little Rock School District	SEVENTH STREET E	51068000804	III	NO

2705019	Sheridan School District	SHERIDAN ELEMEN	50001500996	III	NO
2705023	Sheridan School District	SHERIDAN INTERME	50001500097	III	NO
406049	Siloam Springs School District	SILOAM SPRINGS M	51245001004	III	NO
7008043	Smackover School District	SMACKOVER ELEMEN	51251001008	III	NO
7008045	Smackover School District	SMACKOVER HIGH S	51251001009	III	NO
4706039	So. Miss. County School District	SO MISS COUNTY E	50004501341	III	NO
3505041	Pine Bluff School District	SOUTHEAST MIDDLE	50002600870	III	NO
406047	Siloam Springs School District	SOUTHSIDE ELEMEN	51245001005	III	NO
3209039	Southside School District	SOUTHSIDE HIGH S	51254001012	III	NO
3209041	Southside School District	SOUTHSIDE MIDDLE	51254000100	III	NO
3505037	Pine Bluff School District	SOUTHWOOD ELEMEN	50002600871	III	NO
6601016	Fort Smith School District	SPRADLING ELEMEN	50633000374	III	NO
4003015	Star City School District	STAR CITY MIDDLE S	50002801043	III	NO
5206032	Stephens School District	STEPHENS ELEMEN	51287001044	III	NO
6001041	Little Rock School District	STEPHENS ELEMEN	50900000876	III	NO
6201014	Forrest City School District	STEWART ELEMENT	50627000350	III	NO
7009025	Strong-Huttig School District	STRONG-HUTTIG MI	51293001191	III	NO

104026	Stuttgart School District	STUTTGART JUNIOR	51296001249	III	NO
6601017	Fort Smith School District	SUNNYMEDE ELEM	50633000375	III	NO
6601018	Fort Smith School District	SUTTON ELEMENTA	50633000376	III	NO
6003113	Pulaski County Spec School District	SYLVAN HILLS ELEM	51185000940	III	NO
6003128	Pulaski County Spec School District	SYLVAN HILLS HIGH	51185000941	III	NO
6001047	Little Rock School District	TERRY ELEMENTAR	50900000633	III	NO
3505036	Pine Bluff School District	THIRTY-FOURTH AV	50002600872	III	NO
6601032	Fort Smith School District	TILLES ELEMENTAR	50633001251	III	NO
3502007	Dollarway School District	TOWNSEND PARK N	50541000254	III	NO
1805020	Turrell School District	TURRELL ELEMENTA	51326001084	III	NO
4605022	Texarkana School District	UNION ELEMENTAR	51311001074	III	NO
5704018	Van Cove School District	VAN COVE HIGH SC	51344001105	III	NO
4605021	Texarkana School District	VERA KILPATRICK E	51311001075	III	NO
1608019	Jonesboro School	VISUAL & PERFORM	50828000550	III	NO
6001059	Little Rock School District	WAKEFIELD ELEMEN	50900001385	III	NO
6401003	Waldron School District	WALDRON HIGH SC	51368001122	III	NO
6401004	Waldron School District	WALDRON MIDDLE S	51368001121	III	NO

602015	Warren School District	WARREN MIDDLE SC	50000601334	III	NO
6001042	Little Rock School District	WASHINGTON MAGN	50900001409	III	NO
6001071	Little Rock School District	WATSON INTERMED	50900001474	III	NO
4401001	Huntsville School District	WATSON PRIMARY S	50813000537	III	NO
1803031	West Memphis School District	WEDLOCK ELEMENT	50804000528	III	NO
6304029	Harmony Grove School District	WESTBROOK ELEM	50732000445	III	NO
7207046	Springdale School District	WESTWOOD ELEM	51266001029	III	NO
3904005	Lee County School District	WHITTEN ELEMENT	50936000679	III	NO
6806019	Twin Rivers School District	WILLIFORD HIGH SC	50007701160	III	NO
203019	Hamburg School District	WILMOT ELEMENTA	50004201339	III	NO
2903007	Hope School District	WM. JEFFERSON CL	50784000025	III	NO
1803032	West Memphis School District	WONDER ELEMENT	50804000531	III	NO
1803035	West Memphis School District	WONDER JUNIOR H	50804000532	III	NO
5403017	Helena/West Helena School District	WOODRUFF ELEM	50768000483	III	NO
1905015	Wynne School District	WYNNE INTERMEDI	51443001173	III	NO
1905014	Wynne School District	WYNNE PRIMARY SC	51443001175	III	NO

7001009	El Dorado School	YOCUM ELEMENTAR	50568000285	III	NO
---------	------------------	-----------------	-------------	-----	----

SCHOOLS SERVED WITH FY 2009 SIG FUNDS

LEA	LEA NCES#	SCHOOL NAME	SCHOOL NCES#	TIER	GRAD RATE
Little Rock	509000	Cloverdale Middle School	50900001387	I	No
Little Rock	509000	Hall High School	50900000616	II	No
Little Rock	509000	J A Fair High School	50900001389	II	No
North Little Rock	510680	Rose City Middle School	51068000803	I	No
Osceola	510680	Osceola High School	51095000825	I	No
Osceola	510680	Osceola Middle School	51095000823	I	No
Fort Smith	506330	Trusty Elementary	50633000377	I	No



ARKANSAS DEPARTMENT OF EDUCATION

LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
TITLE I, SECTION 1003(g)

LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
SIG ARRA 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: eeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeee	
Mailing Address (Street, P.O. Box, City/Zip)	Starting Date
Name, title and phone number of authorized contact person:	Ending Date
Amount of funds requested:	Number of schools to be served:

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on _____ (Date).

Signature: _____
Superintendent of Schools AND
Signature: _____
School Board President

Date: _____
Date: _____

ADE USE ONLY	
Date Received: _ _ _ _ _	Obligation Amount: _____
Reviewer Signature: _ _ _ _ _	Approval Date: _ _ _ _ _
Reviewer Signature: _ _ _ _ _	Approval Date: _ _ _ _ _

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) 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 students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. Title I secondary schools in improvement, corrective action or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have has a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools. An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identifies as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools "newly eligible" Tier III schools). 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

The Department of Education Appropriation Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

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 FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The

SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG 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 a interest in its application.

FY 2010 SUBMISSION INFORMATION

Electronic Submission:

The ADE will only accept an LEA's 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2010 application to the following address:
cindy.hogue@arkansas.gov

In addition, the LEA must submit a paper copy of page 2 signed by the LEA's superintendent and school board president to : Cindy Hogue
Four Capitol Mall, Box 26
Little Rock, AR 72201

Application Deadline:

Applications are due on or before April 8, 2011

For Further Information:

If you have any questions, please contact Cindy Hogue at (501) 682-5615 or by email at cindy.hogue@arkansas.gov .

SECTION A, Part 2: Schools to be Served

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

Using the list of Tier I, II and III schools provided by ADE, complete the information below, for all Tier I, II and III schools the LEA will serve. The Intervention Model must be based on the “School Needs Assessment” data.

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If an LEA is not applying to serve all Tier I schools it will need to explain why it lacks the capacity to serve these schools.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Complete steps 1 and 2, Develop a Profile of the School’s Context and Performance. Please develop a profile for each school to be served. (Items in this section have been adapted from Selecting the Intervention Model and Partners/Providers for a Low-Achieving School A Decision-Making and Planning Tool for the Local Education Agency, Center on Innovation & Improvement.)

Step 1 - Develop a Profile of the School’s Context

Name of School:

LEA #:

Context

- 1. Grade levels (e.g., 9-12):
- 2. Total Enrollment:
- 3. % Free/Reduced Lunch:
- 4. % Special Education Students:
- 5. % English Language Learners:
- 6. Home Languages of English Language Learners (list up to 3 most frequent):
 - 1.
 - 2.
 - 3.
- 7. Briefly describe the school’s catchment or enrollment area (neighborhoods, communities served):

8. List the feeder schools and/or recipient schools that supply or receive most of this school's students:

School	Grade Span		School	Grade Span

9. Briefly describe the background and core competencies of the school's current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the school and LEA.

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA

10. Describe how administrators are evaluated. By whom? How frequently? What is the process?

11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?

12. Briefly describe previous and current reform and improvement efforts, within the last five years.

Step 2 - Develop a Profile of the School's Performance

1. Enter the percentage of all students who tested as proficient or better on the state standards assessment test for each subject available.

Subject	2010	2009	2008	2007	2006
Reading/Language/English					
Mathematics					
Science					
Social Studies					
Writing					

2. Student analysis from the past 3 years - enter the percentage of students in each subgroup who tested proficient or better on the state standards assessment test for each subject available.

Test Year:

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Reading/ Language/ English															
Mathematics															
Science															
Social Studies															

3. Student analysis from the past 3 years - enter the percentage of students at each grade level in this school who tested proficient or better on the state standards assessment test for each subject available.

Test Year:

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English										
Mathematics										
Science										
Social Studies										
Writing										
Other										

Test Year:

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English										
Mathematics										
Science										
Social Studies										
Writing										
Other										

Test Year:

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English										
Mathematics										
Science										
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2009-10 school year:

5. Mobility rate for the 2009-10 school year:

6. Graduation rate for all students for the 2009-10 school year: —

Graduation rate percentage for past 3 years: (high schools only)

	All Students	White, non-Hispanic	Black, non-Hispanic	Hispanic	Other Ethnic	Special Education
2010						
2009						
2008						

Key Questions

1. Which students are experiencing the lowest achievement?

2. Which students are experiencing the lowest graduation rates?

3. In which subjects are students experiencing the lowest achievement?

4. What characteristics of the student demographics should be taken into account in selecting a model and external partners and/or providers?

5. What, if any, characteristics of the enrollment areas of the school should be taken into account in selecting a model and external partners and/or providers?

Step 3 Reviews of ADE Scholastic Audit and other School Data

1 A. Provide a detailed summary of the schools progress relative to the Arkansas Standards and Indicators for School Improvement, (ADE Scholastic Audit):

- Discuss the specific findings that led to the “Recommendations”;
- LEA (Leadership) and/or school “Recommendations” identified for implementation;
- Implementation progress;
- Timeline of prioritized “Recommendations” and the
- Evaluation process.

1B. The LEA level must address how the LEA will support the building in providing continuous school improvement at the building level. Additionally, the LEA will specifically address those items unique to the role of the LEA (i.e., board policy, supervising and guiding building level leadership).

1C. The school must address those items unique to the roles and responsibilities of the school for providing continuous school improvement.

2. Provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each Tier I and Tier II school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

The Arkansas Department of Education will use the following to evaluate LEA's capacity or lack of capacity to serve all schools. Please answer each question.

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives?
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools?
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff.
6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each Tier I school.
7. Review the history of the LEA's use of state and federal funds.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

If the ADE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the ADE will contact the LEA for a consultation to identify ways in which the LEA can manage the intervention and sustainability.

The consultation will include but will not be limited to the following:

1. ADE will review the findings and collaborate with the LEA to determine what support it needs from the ADE.
2. The ADE will offer technical assistance where needed and request written clarification of application and an opportunity for the LEA to amend the application to support the claim.
3. If the LEA chooses not to submit requested clarification or an amended application then the LEA may re-apply for the SIG grant in the next funding cycle.

Step 2: Develop Profiles of Available Partners

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

Closure

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

Step 3: Determine Best-Fit Model and Partners

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school given the existing capacity in the school and the district? There is no “correct” or “formulaic” answer to this question. Rather, relative degrees of performance and capacity should guide decision-making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. The checks indicate that if this characteristic is present, the respective intervention model could be an option.

Characteristics of Performance and capacity				
Characteristic	Intervention Model			
	Turnaround	Transformational	Restart	Closure
School Performance				
<input type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓
<input type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input type="checkbox"/> Students experience low-achievement in only select subject areas		✓		
School Capacity				
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/provides			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	

<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
<input type="checkbox"/> Strong community commitments to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

1. Based on a the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school.

Best Fit Ranking of Intervention Models

A. Best Fit: ___ _____

B. Second Best Fit: _ _____

C. Third Best Fit: __ _____

D. Fourth Best Fit: ____ _____

2. Now answer the questions below only for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

2. How will the LEA enable the new leader to make strategic staff replacements?

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?
3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?
4. How will staff replacement be conducted—what is the process for determining which staff remains in the school?
5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?
2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

School Closure Model

1. What are the metrics to identify schools to be closed?
2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?

8. What supports will be provided to recipient schools if current staff members are reassigned?

9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?

10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

11. How will the LEA track student progress in the recipient schools?

12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?

13. How does school closure fit within the LEA's overall reform efforts?

Step 4: Define Roles and Develop Contracts

1. Briefly describe the role of each of the following groups or partners relative to the implementation of the intervention model.

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	
Local Education Agency	
Internal Partner (LEA staff)	
Lead Partner	
Support Partner	
Support Partner	
Principal	
School Staff	
Parents and Community	

2. Determine the performance expectations for the lead partner and supporting partners, with quarterly benchmarks.

Note: Developing performance expectations and benchmarks to include in the contract with each partner is one of the LEA's most important responsibilities. Please see the links to web resources at the back of the application to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.

3. Describe how the LEA's will monitor implementation of the intervention model. Who will do what and when?

Step 5: Forge Working Relationships

Describe how the LEA will promote the working relationships among the groups and partners committed to this intervention—the state, the LEA, the lead partner, the support partners, the internal partner, the principal, school teams, and the parents and community.

Step 7: Sustainability

Please tell how the LEA will continue the commitment to sustain reforms after the funding period ends.

The LEA plan for sustainability must be embedded in intervention implementation. Sustainability does not happen at the end of the grant period, but is an integral part of the entire process. The application should include an identified mechanism for measuring and supporting capacity building of the local school board, central administration and building level administration; and a change in school culture to support the intervention implemented in the school or schools. Such mechanisms must include the use of formative evaluations to drive instruction and support the intervention; and may include differential pay for highly effective teachers. Sustainability must be addressed within the Implementation Plan.

The ADE will assess the LEA's commitment to sustaining reforms after the funding period ends by:

- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations
- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement activities, financial management, and operations of the school.
- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school's mission, goals, and needs.
- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

Please complete the following goal and objective pages for each Tier I, Tier II, and Tier III school being served.

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier I and Tier II Schools

Describe actions the LEA has taken or will take, to:

- Design and implement interventions consistent with the final requirements of selected model;
- Recruit, screen, and select external providers, if applicable, to ensure their their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining agreements and changes in decision-making policies and mechanisms); and
- Sustain the reforms after the funding period ends.

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools

SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	February 28, 2011
3. Release LEA applications and guidelines for eligible applicants.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
4. LEA application due for Tier I and Tier II schools.	April 8, 2011
5. Application Review by ADE * Review process is on the following page.	April 11-21, 2011
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2011-2012 school year.	April 22, 2010

7. LEA applications for Tier III schools due.	April 29, 2011
8. Award funds to LEAs for Tier III schools.	May 13, 2011
9. Provide technical assistance for initial grant implementation.	April 2011 – June 2012

ADE REVIEW PROCESS:

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 75 of the 150 points available. The LEA must submit a separate application for each school. A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team. Funding limitations prohibit Tier III schools from applying for this grant at this time. If future funding becomes available for Tier III schools they will be prioritized based on funding and application reviews.

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II and Tier III school identified in Part A of the application.

April 2011 – June 2012 Pre-implementation

Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

Pre-implementation	
April	
May	
June	

2011-12 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

2012-13 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

2013-14 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools: and
- Implement intervention activities for each Tier III school it commits to serve.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years.

Please note that for a given required criteria, the estimated budget amounts may differ each year depending on your needs and progress in the implementation process. These amounts may be amended in subsequent years based on your actual needs.

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School:

Tier

Total 3-Year Budget \$

Pre-Implementation:

SIG funds used for pre-implementation must be tied to the model being selected. These are some examples of potential activities.

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.
- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

All of the SIG funds an LEA uses in a Tier I or Tier II school must be used to support the LEA’s implementation of one of the four school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA’s needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, an LEA should consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools. In addition, in accordance with general cost principles governing the SIG program, an SEA must ensure that a proposed use of funds is reasonable and necessary. Further, an LEA must consider whether the proposed use of SIG funds would run afoul of the —supplement not supplant requirement— i.e., for a school operating a schoolwide program, the school must receive all of the non-Federal funds it would have received if it were not operating a schoolwide program, including all non-Federal funds necessary for the operation of the school’s basic educational program.

Please check any budget activity that is part of your pre-implementation and use the first column under year 1 for the budgeted amount.

TURNAROUND MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> 1. Developing teacher and school leader effectiveness				
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Make staff replacements				
<input type="checkbox"/> Support required, recommended and diagnostic strategies				
<input type="checkbox"/> Change and sustain decision making policies and mechanisms				
<input type="checkbox"/> Change and sustain operational practices				
<input type="checkbox"/> Implement local evaluations of teachers and principal				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				

Subtotal				
<input type="checkbox"/> 2. Reforming instructional programs				
<input type="checkbox"/> Develop data collection and analysis processes				
<input type="checkbox"/> Use data to drive decision making				
<input type="checkbox"/> Align curriculum vertically and horizontally				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 3. Increasing learning time and creating community-oriented schools				
<input type="checkbox"/> Increase learning time (extended day, week, or year)				
<input type="checkbox"/> Develop community partnerships that support the model				
<input type="checkbox"/> Implement parent and community involvement strategies for ongoing engagement and support				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 4. Flexibility and Sustain Support				
<input type="checkbox"/> Implement a comprehensive approach to school transformation				
<input type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				

<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
<input type="checkbox"/>	5. LEA-activities designed to support implementation of the turnaround model			
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
	Total for Transformation Model			

CLOSURE MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-imp			
<input type="checkbox"/>	Costs associated with parent and community outreach			
<input type="checkbox"/>	Costs for student attending new school			
	Subtotal			

Restart Model	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process				
<input type="checkbox"/> Enroll, within the grades it serves, any former student who wishes to attend the school.				
<input type="checkbox"/> LEA-activities designed to support implementation of the restart model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Total				

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input type="checkbox"/> Recruit, place and retain staff				
<input type="checkbox"/> Select new staff				

<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				
<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input type="checkbox"/> Create partnerships to support transformation model				
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
<input type="checkbox"/> High-quality, job-embedded professional development				
<input type="checkbox"/> Implementing data collection and analysis structures				
<input type="checkbox"/> Increase learning team (extended day, week, and/or year)				
<input type="checkbox"/> Student supports (emotional, social, and community-based)				
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
LEA-activities designed to support implementation of the transformation model				
Total				

Tier III:

Provide a budget that indicates the amount of SIG funds the school and LEA will use to support school improvement activities at the school or LEA level.

Activity	Explanation	Amount
Total		

Budget Narrative:

Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized

D. ASSURANCES

STATEMENT OF ASSURANCES
SCHOOL IMPROVEMENT GRANT FUNDS - TITLE I, PART 1 SECTION 1003(g)

By the signature of the Superintendent of the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. 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;
3. 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; and
4. Report to the SEA the school-level data required under section III of the final requirements.

Applicants receiving funding under the School Improvement Grant program must report to the ADE the following school-level data:

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

This data must be collected and reported at least annually. Data in items 2 through 7 must be disaggregated to the student subgroup level for each school within an LEA, with results for schools receiving School Improvement Funds reported in contrast to results for each other school within the LEA. Data for item 1 must be disaggregated to the grade level for each school within the LEA and reported in contrast to results for each other school within the LEA. Data for items 8 and 9 must be disaggregated to the individual teacher level for all teachers in schools receiving School Improvement Grant funding, and reported in contrast to results for each other school within the LEA.

Superintendent's Signature

Date

Superintendent's Printed Name

SECTION E:

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

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

Applicants must indicate which, if any, of the waivers below it intends to implement.

- To allow the State to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.
- The State is requesting to permit LEA's to allow their Tier I and Tier II, Title I participating schools, that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline. The school must request this waiver in the application for the School Improvement Grant.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

LEA Application Checklist
(Copy and complete a separate checklist for each school applying.)

School Name:

LEA #:

SECTION A, Part 1 General Information
 LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served
 Selection of Identified Schools

 Identification of Intervention Models

SECTION B, PART 1 Needs Assessment
 Develop a Profile of the School's Context

_____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities
 Selecting the Intervention Model and Partners for a Low-Achieving School

 Develop Profiles of Available Partners

 Determine Best-Fit Model and Partners

 Define Roles and Develop Contracts

 Forge Working Relationships

 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
 Annual Goals

SECTION B, PART 4
 Proposed Activities

SECTION B, PART 5
 Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

- Signature Page (page 2 in the application is to be mailed)
- School Board Minutes Showing Approval of SIG 1003(g) Application
- Principal's Professional Growth Plan

Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

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

<<http://www.centerii.org>>.

<http://www.centeroninstruction.org>

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

Reading Research Links

National Reading Panel

Publications

<http://www.nationalreadingpanel.org/Publications/publications.htm>

Center on Instruction

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end

Learning Point Associates

Focus on Adolescent Literacy instruction

<http://www.learningpt.org/literacy/adolescent/instruction.php>

International Reading Association

Adolescent Literacy focus

http://www.reading.org/resources/issues/focus_adolescent.html

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdoLitResearchBrief.pdf>

The Leader in Me by Stephen R. Covey
How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time
www.TheLeaderinMeBook.com

Council of Chief State School Officers
Adolescent Literacy toolkit available at
http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

Content Area Literacy Guide available at
http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

Appalachia Regional Comprehensive Center (ARCC)
Adolescent Literacy toolkit available at
<http://www.arcc.edvantia.org/resources.php?toolkit=63>

The National Center for Education Evaluation and Regional Assistance
Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at
<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>



Arkansas Department of Education

School Improvement Grant Funds Application
 Title I, Section 1003(g)
 Summary Scoring Sheet
 2010-2011

Applicant's Name: _____
 District Name: _____

SECTION INFORMATION		MAXIMUM POINTS	POINTS AWARDED
Section A, Part 1:	School Contact Information & Certification	5	
Section A, Part 2:	Schools to be Served	5	
Section B, Part 1:	Needs Assessment	25	
Section B, Part 2:	LEA Capacity	25	
Section B, Part 3:	Annual Goals	20	
Section B, Part 4:	Proposed Activities	25	
Section B, Part 5:	Timeline	10	
Section B, Part 6-7:	Services of Tier III Schools	5	
Section B, Part 8:	LEA Consultation	10	
Section C:	Budget	20	
Section D:	Waivers	0	
TOTAL		150	

SECTION A, PART 1: CONTACT INFORMATION

	Limited (0-1 points)	Basic (2-3 points)	Satisfactory (4-5 points)
	District did not included all required information; District left blanks; Not all necessary signatures were included;	District included all required information; there were no blanks; all necessary signatures were included;	District included all required information; there were no blanks. All necessary signatures were included. District attached evidence of approval by the Board.
Points Possible: 5			Score:

Comments:

SECTION A, PART 2: SCHOOLS TO BE SERVED

	Limited (0-1 points)	Basic (2-3 points)	Satisfactory (4-5 points)
	District incorrectly completed form or form was missing;	Not all required tier schools were listed.	District listed appropriate Tier I and Tier II schools;
Points Possible: 5			Score:

Comments:

SECTION B, PART 1: NEEDS ASSESSMENT

	Limited (0-10 points)	Basic (11-19 points)	Satisfactory (20-25 points)
	<p>The application did not provide a detailed description of its school, its students, and/or its community. Information presented was very limited.</p> <p>All questions were not addressed. Application is missing profile information;</p> <p>The needs assessment did not disaggregate data.</p> <p>District failed to describe the process of evaluation of administrators and teachers.</p>	<p>Description of the school attendance was general and included some details regarding the school, community, and economic factors affecting the school, but still lacked critical information. The description was sufficient enough to help guide the comprehensive needs assessment.</p> <p>There was no summary of the needs assessments provided, but district demonstrated that an analysis of the data on most students had been completed and that this data were partially disaggregated and assisted in determining students' needs.</p> <p>A general process for evaluation of administrators and teachers was provided.</p> <p>District provided general information regarding the background of administrators and teachers.</p>	<p>District provided very specific detailed information regarding the needs of the school, students, and community it will serve. The description of the school attendance area was detailed, providing sufficient information for setting up the needs assessment. District attached charts and/or graphs displaying the results of the data analysis.</p> <p>The district provided all profiles; all questions were addressed and feeder school information was adequate. District included information on many data sets, representing: student achievement, school programs/processes, student/teacher/parent perceptions, and demographics. District was able to provide information that demonstrated its school improvement efforts over the last 5 years and included Scholastic Audit Review data and survey results; it is evident that districts has completely disaggregated data and has used it to determine student needs.</p> <p>District provided a detailed process of evaluation of administrators and teachers and linked the evaluations to student achievement.</p> <p>District provided thorough information regarding background and competencies of administrators;</p>
Points Possible: 25			Score:

Comments:

SECTION B, PART 2: LEA CAPACITY

	Limited (0-10 points)	Basic (11-19 points)	Satisfactory (20-25 points)
	<p>Sources of funding were not aligned and/or did not support the full and effective implementation of interventions.</p> <p>The required activities of the school intervention models were not aligned to final requirements of SIG (School Improvement Grant).</p> <p>Application did not actually include an evaluation of capacity.</p> <p>Worksheets were missing or not completed.</p> <p>There was no evidence of support by partners and stakeholders.</p>	<p>The funding sources were addressed and provided enough support to possibly implement interventions.</p> <p>The required activities of the school intervention models were aligned to final requirements of SIG (School Improvement Grant).</p> <p>Application includes evaluation of capacity.</p> <p>Worksheets were completed, but vital information was missing.</p> <p>There was basic evidence of support by partners and stakeholders.</p>	<p>A variety of funding sources were specifically outlined. The various funding sources are aligned in order to fully and effectively implement interventions.</p> <p>The required activities of the school intervention models were aligned to final requirements of SIG (School Improvement Grant).</p> <p>Application includes evaluation of capacity; it lists the challenges and how the district will overcome them. District was able to provide school improvement efforts over the last 5 years;</p> <p>Worksheets were thoroughly completed. Districts did an excellent job demonstrating strengths and weaknesses of different models.</p> <p>District demonstrated the strong commitment of the partners and stakeholders to support the model selected.</p>
Points Possible: 25 If the LEA is not applying to serve a Tier I school, it must explain why it lacks capacity to serve this school. (IF LEA is not applying to serve a Tier I school, SUBTRACT 5 POINTS!)			Score:
Comments:			

SECTION B, PART 3: ANNUAL GOALS

	Limited (0-10 points)	Basic (11-14 points)	Satisfactory (15- 20points)
	<p>Goals did not appear to be clearly related to the needs assessment and/or to the priority need areas.</p> <p>Goals were not measurable, specific, realistic, or achievable. Goals were not time-bound.</p> <p>No plan for measuring and tracking effectiveness was found.</p>	<p>The goals of the district were connected to priority needs and the needs assessment, and gave a general analysis of the Arkansas State Assessment in reading/language arts and mathematics.</p> <p>Application lacks realistic and measureable goals and objectives for each school to be served.</p> <p>The district's application included a mediocre plan for tracking and evaluating the success and cost-effectiveness of each proposed Tier III intervention, but did not support the priorities and actions of the ACSIP plan.</p>	<p>The district's goals were connected to priority needs, the needs assessment, and portrayed a clear and detailed analysis of the Arkansas State Assessment in reading/language arts and mathematics.</p> <p>The application included realistic, specific, and measureable goals and objectives for each school to be served. Goals were clear and supported the priorities and actions in the ACSIP or the district has anticipated the need to update the ACSIP and is prepared.</p> <p>The district's application included an intense plan for tracking and evaluating the success and cost-effectiveness of each proposed Tier III intervention.</p>
Points Possible: 20			Score:
Comments:			

SECTION B, PART 4: Proposed Activities

	Limited (0-10 points)	Basic (11-19 points)	Satisfactory (20-25 points)
	<p>Interventions were not described and did not address the school's plans to meet Arkansas standards. Section does not provide overview of the elements of the interventions being proposed. For Tier I or II schools, the interventions do not meet final requirements for SIG.</p> <p>There is little or no evidence that a thorough search of the providers was done. The district has not identified the experience level or qualifications of external providers; does not appear that provider's qualifications were considered in the recruitment, screening, and selection process. Provider cost appeared unnecessary and unreasonable.</p> <p>Interventions and other resources were not aligned and/or did not support the full and effective implementation of interventions. No other federal and state resources were outlined to help support interventions.</p> <p>Applicant did not address the current barriers faced by the Tier I, II, or III school or they were addressed and barriers violate rules and regulations. Timeline of services is unclear or missing.</p> <p>The district did not include a realistic plan for sustaining the interventions after funding ends; no portion of expenditures were directed toward transition costs or improving efficacy of existing systems.</p>	<p>Interventions were briefly described and focused on helping the school's students meet Arkansas standards. Section provided a basic overview of elements components of the interventions being proposed. For Tier I or II schools, the intervention met final requirements for SIG.</p> <p>The application shows general experience level and qualifications of external providers. District provided general plan to ensure accountability. The external provider's qualifications were somewhat considered in the recruitment, screening, and selection process. Provider cost appeared reasonable.</p> <p>Interventions and other resources were briefly outlined and provided basic support to implement interventions. The LEA outlined basic federal and state resources that may be aligned with SIG.</p> <p>Current barriers faced by the Tier I, II, or III schools were mentioned. Modifications to practices/policies were described briefly. Timeline was vague or not included, but the narrative outlined a sequence of events.</p> <p>The district included activities that may depend on recurring funding, and provided a basic plan for improving systemic efficacy and sustaining systems and programs after funding ends.</p>	<p>Interventions were described in detail and focused on helping the school's students meet Arkansas standards. This section provided an excellent overview of the main components of the interventions being proposed. For Tier I or II schools, the intervention met final requirements of SIG.</p> <p>The district has identified in detail the experience level and qualifications of external providers to ensure quality. District was able to provide a history of success and/or effectiveness for external providers. District provided MOU or contract outlining expectations, deadlines and consequences if obligations are not met. Roles and responsibilities of providers were clear.</p> <p>The external provider's qualifications were a key consideration in the recruitment, screening, and selection process. Providers were thoroughly researched and have a proven track record of success. Provider costs were reasonable and focused on change.</p> <p>Interventions and other resources were outlined with specific detail. They were aligned in order to fully and effectively implement interventions. The LEA outlined multiple specific federal and state resources that can be aligned with SIG (i.e., Title I, Title II, Special Education, BIE, general funds, state funds, outside grants, etc.).</p> <p>Applicant thoroughly addressed the current barriers faced by the Tier I, II, or III schools. Modifications to practices/policies were described in detail. A timeline was included in the description and is clear.</p> <p>The district directed resources to short-term, one-time expenditures that will have a long-term payoff for students and educators. District included a clear plan for improving systemic efficacy and sustaining systems and programs after funding ends and is prepared to make difficult decisions if necessary regarding personnel and materials.</p>
Points Possible: 25			Score:
Comments:			

SECTION B, PART 5: Timeline			
	Limited (0-3 points)	Basic (4-6 points)	Satisfactory (7-10 points)
	<p>The actions the district will take to implement the interventions were not addressed or lacked a description in the timeline.</p> <p>The district did not identify schools and/or interventions when applicable.</p> <p>The timeline was totally missing or it demonstrated that none of the model's elements are/will be implemented at the beginning of the 2010-2011 school year.</p>	<p>The actions the district will take to implement the interventions were addressed and briefly described in the timeline.</p> <p>The district identified schools and interventions when applicable.</p> <p>The timeline demonstrated that some of the model's elements are/will be implemented at the beginning of the 2010-2011 school year.</p>	<p>The actions the LEA will take to implement the interventions were addressed and thoroughly described in the timeline.</p> <p>The district identified schools and interventions when applicable.</p> <p>The timeline demonstrates that all of the model's elements are/will be implemented at the beginning of the 2010-2011 school year.</p>
Points Possible: 10			Score:
Comments:			
SECTION B, PART 6-7: SERVICES OF TIER III SCHOOLS			
	Limited (0-1 points)	Basic (2-3 points)	Satisfactory (4-5 points)
	<p>The application did not define the goals the district had set to hold each Tier III school accountable.</p> <p>District did not provide a description of services for each Tier III school served.</p> <p>No timeline was included.</p>	<p>The application moderately defines the goals the LEA has set to hold each Tier III school accountable.</p> <p>A vague description of services was included for each Tier III school served.</p> <p>A limited timeline was included or a timeline of events was referenced in the narrative.</p>	<p>The application clearly defines the goals the LEA has set to hold the Tier III school accountable.</p> <p>The application specifically describes the activities for each Tier III school served.</p> <p>A very specific and detailed timeline for implementation and accountability is included.</p>
Points Possible: 5			Score:
Comments:			
SECTION B, PART 8: LEA CONSULTATION			
	Limited (0-3 points)	Basic (4-6 points)	Satisfactory (7-10 points)
	<p>It is not evident that the district consulted with stakeholders regarding the application and implementation of the proposed interventions or shared responsibility for change or district did consult with stakeholders, but collaborations were not relevant to the implementation of the model chosen.</p>	<p>The district consulted with some stakeholders regarding the application and implementation of the proposed interventions.</p> <p>The application gave a general outline of how stakeholders were informed of their role and responsibility for sustained improvement. Only basic evidence was provided.</p>	<p>The district consulted with a variety of stakeholders regarding the application and implementation of the proposed interventions.</p> <p>The application clearly outlined how stakeholders were informed of their role and responsibilities for sustained improvement.</p> <p>District provided several forms of evidence: minutes, sign-in sheets, letters of support, MOUs, e-mails, contracts with signatures, etc...</p>
Points Possible: 10			Score:
Comments:			

SECTION C: BUDGET

	Limited (0-10 points)	Basic (11-14 points)	Satisfactory (15-20 points)
	<p>The district did not submit a line-itemed budget or budget table. Budgets amounts were omitted or not clearly defined.</p> <p>The budget summary did not reflect expenses for the proposed interventions and activities.</p> <p>Budget was personnel heavy and there was no plan for the district to sustain the position(s) after funding ends; budget is not focused on reform efforts;</p> <p>Not all expenses were reflected in the budget; some expenditures did not appear to be necessary and reasonable.</p>	<p>The district submitted a line-item budget. Budgets submitted for multiple three-year period for Tiers I and II.</p> <p>The budget summary briefly reflected the proposed interventions and activities. The budget demonstrated a general commitment to utilizing federal dollars to support student achievement.</p> <p>The budget summary was aligned with the submitted budget, represented the contacts of the proposal, and moderately focused on the intervention (Tiers I and II) or School Improvement Act (Tier III), but was general.</p> <p>All expenses appeared to be necessary and reasonable.</p>	<p>District provided a line-item budget with no mathematical errors and all activities, additional positions, etc... were accounted for in the budget. Budget table specified source of funds for each line item.</p> <p>The budget summary clearly reflected the proposed interventions and activities as supported through the needs assessment. The budget demonstrated a commitment to utilizing federal dollars to support student achievement.</p> <p>The budget summary was aligned with the submitted budget, represented the contacts of the proposal, and clearly focused on the interventions (Tiers I and II) or School Improvement Act (Tier III).</p> <p>Budget appeared to represent appropriate allocations and even where there were questionable expenses, district has provided thorough explanations.</p> <p>Expenses were necessary and reasonable.</p>

Points Possible: **20** **Score:**

Comments:

Additional Comments:

Reviewer: _____ <i>(Signature)</i>	Reviewer: _____ <i>(Print Name)</i>	Date: _____ <i>(date form was completed)</i>
Reviewer: _____ <i>(Signature)</i>	Reviewer: _____ <i>(Print Name)</i>	Date: _____ <i>(date form was completed)</i>
Reviewer: _____ <i>(Signature)</i>	Reviewer: _____ <i>(Print Name)</i>	Date: _____ <i>(date form was completed)</i>



ARKANSAS DEPARTMENT OF EDUCATION

Arkansas' LEAs and Public Comments

The Arkansas Department of Education's request for public comments on the waivers contained in Arkansas's School Improvement Grants Application link is listed below.

http://www.arkansased.org/word/waiver_announcement_113010.doc

The Arkansas Department of Education (ADE) is preparing to submit the SEA 1003(g) grant application to the US Department of Education. The ADE application is requesting three waivers. Eligible school districts are requested to review the waivers and send comments to cindy.hogue@arkansas.gov. Please send comments by November 30, 2010.

Waiver #1 The State elects not to generate new lists of Tier I, Tier II, and Tier III schools. ADE requests permission to use the same Tier I, Tier II, and Tier III lists used for the FY 2009 competition.

Waiver #2 The State is requesting to permit LEA's to allow their Tier I, Tier II, and Tier III, Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline. The school must request this waiver in the application for the School Improvement Grant.

Waiver #3 To allow the State to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

No comments have been received.

The email notice to all superintendents' eligible to receive School Improvement Grants from Section 1003(g) of the Elementary and Secondary Education Act is copied below.

This message was sent with High importance.

From: Linda Remele (ADE) Sent: Tue 11/23/2010 5:06 PM
To: wwilliams@hwh.grsc.k12.ar.us; ADE George Newton; atucker@dollarway.k12.ar.us; micks7@hotmail.com; rnassar@hsd4.org; ADE Kenneth Kirspele; rdenson04@yahoo.com; chopson@pcssd.org; jcpurtle@pwsd.k12.ar.us; ADE Frank Anthony
Cc: Laura Bednar (ADE); Cindy Hogue (ADE); Bernice Martin Russell (ADE)
Subject: 1003(g) waivers

Dear Superintendents of the 1003(g) Eligible Schools,
The Department of Education is preparing to submit the SEA 1003(g) grant application to USDE. The ADE application is requesting three waivers. As an eligible school district we are requesting you to review the waivers and send us comments prior to the submission. Please send comments by November 30, 2010.

Waiver #1 The State elects not to generate new lists of Tier I, Tier II, and Tier III schools. ADE requests permission to use the same Tier I, Tier II, and Tier III lists used for the FY 2009 competition.

Waiver #2 The State is requesting to permit LEA's to allow their Tier I, Tier II, and Tier III, Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline. The school must request this waiver in the application for the School Improvement Grant.

Waiver #3 To allow the State to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Please know that as soon as ADE is notified of the approval of the State's SIG application you will be informed of the process, application, timelines, and opportunities for technical assistance in applying for these funds.

Please call if you have any questions or if we can be of assistance.

Dr. Linda Remele
Director of Federal Programs
Arkansas Department of Education
Four Capitol Mall, Room 305B
Little Rock, AR 72201
Telephone 501-682-4379
Fax 501-683-4802

This message is intended only for the named recipient. If you are not the intended recipient you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.

The following are the comments received from superintendents in response to the Arkansas Department of Education's (ADE) request to review waivers for 1003(g) application.

1. The Hughes School District has reviewed the 3 waivers for the 1003(G) grant and we agree with all three. We do not think that any changes are necessary. Please consider us as an applicant and we are asking for technical assistance when the applications become available.

Ray Nassar, Superintendent
Hughes School District

2. The Dermott School District has reviewed the three waivers being submitted to USDE by the Department of Education for the SEA 1003(g) grant application.

We are in support of the three waivers.

Pam Stephenson, Superintendent
Dermott School District

3. I give my support and permission. Thank you for including us.

Dr. Charles L. Hopson
Superintendent
Pulaski County Special School District