

# School Improvement Grants Application

Section 1003(g) of the  
Elementary and Secondary Education Act  
Fiscal Year 2010  
CFDA Number: 84.377A

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**State Name:**District of Columbia



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



OMB Number: 1810-0682  
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## 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](mailto: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](mailto: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.**

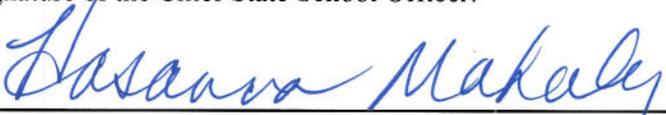
**Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive 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

<p>Legal Name of Applicant: DC Office of the State Superintendent of Education</p>	<p>Applicant's Mailing Address: 810 First Street NE Washington, DC 20002</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Jeremy Grant-Skinner</p> <p>Position and Office: Director, Teaching and Learning, Elementary and Secondary Education Division</p> <p>Contact's Mailing Address: 810 First Street NE, #5025B Washington, DC 20002</p> <p>Telephone: 202-724-2343</p> <p>Fax: 202-741-0229</p> <p>Email address: Jeremy.Grant-Skinner@dc.gov</p>	
<p>Chief State School Officer (Printed Name): Hosanna Mahaley</p>	<p>Telephone: 202-727-3471</p>
<p>Signature of the Chief State School Officer: X </p>	<p>Date: 5-11-11</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

# 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.**

<b>SECTION A: ELIGIBLE SCHOOLS</b>	<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> <input 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 checked="" 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	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
<b>SECTION B: EVALUATION CRITERIA</b>	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
<b>SECTION B-1: ADDITIONAL EVALUATION CRITERIA</b>	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
<b>SECTION C: CAPACITY</b>	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
<b>SECTION D (PART 1): TIMELINE</b>	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
<b>SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION</b>	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
<b>SECTION E: ASSURANCES</b>	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
<b>SECTION F: SEA RESERVATION</b>	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
<b>SECTION G: CONSULTATION WITH STAKEHOLDERS</b>	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
<b>SECTION H: WAIVERS</b>	<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.

Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

*For an SEA keeping the same definition of PLA schools, please select one of the following options:*

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.

*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.)*

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.

3. SEA elects to generate new lists. Lists submitted below.

*For an SEA revising its definition of PLA schools, please select the following option:*

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.

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

Attachment C contains the District of Columbia’s definition of “persistently lowest-achieving schools” and how the “persistently lowest-achieving schools” list was calculated.

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 <sup>1</sup>

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		

<sup>1</sup> “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:**

<b>SCHOOLS SERVED WITH FY 2009 SIG FUNDS</b>							
<b>LEA NAME</b>	<b>LEA NCES ID #</b>	<b>SCHOOL NAME</b>	<b>SCHOOL NCES ID#</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>GRAD RATE</b>
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**

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.

**OSSE will evaluate an LEA application with respect to the needs analysis and intervention selection through three application requirements (see Part 1 of "A" tabs in Attachment B), which the LEA will have to complete for each school it proposes to serve. For each Tier I school the LEA proposes to serve, the LEA will be required to perform a standard needs assessment and analysis. The tool, which all LEAs must use unless the LEA receives approval from OSSE to use another tool already used by the LEA for needs assessments, is based on the "Nine Characteristics of High Performing Schools," first developed by the Washington State Education Agency. Then, in the application, the LEA must, for each school:**

- **Indicate the dates during which this needs assessment and analysis took place,**
- **Complete a chart showing the results in the nine general categories of the needs assessment, and**
- **Assure that a copy of the needs assessment and all related documentation will be made available to OSSE for review upon request.**

**The LEA will also provide a narrative "Summary of Needs Identified Through LEA Analysis" and indicate which of the four required interventions it proposes to implement in the school.**

**During OSSE review of the LEA's application, OSSE staff will ensure that, for each Tier I school the LEA proposes to serve:**

- 1. The LEA provided dates for the needs assessment and analysis;**
- 2. The LEA listed the general-category results of that analysis in the chart provided;**
- 3. The LEA summarized the needs it identified;**
- 4. The LEA indicated which intervention it proposes to implement; and**
- 5. The selected intervention aligns with the results of the needs assessment and analysis, as described through the chart and the narrative summary.**

- (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.

**For each Tier I school to be served, an LEA must provide a narrative response which describes the elements of capacity it believes will make full and effective implementation of the selected intervention possible (see Part 5.1 of "A" tabs in**

**Attachment B). The LEA application narrative will be guided by OSSE’s Review Rubric, which will be provided within the LEA application (see Attachment C).**

**Consistent with the U.S. Department of Education’s non-regulatory guidance, OSSE will also direct LEAs to include in this statement, as applicable, such information as number and credentials of staff dedicated to intervention implementation; amount of other funds to be dedicated to implementing the intervention; ability to recruit new principals for the turnaround and transformation models or the availability of EMOs to enlist for the restart model; and lack of barriers and/or evidence of support from teachers, the board of education, school staff, and/or parents. Based on the Review Rubric, OSSE reviewers will rate the narrative response as “not acceptable,” “conditionally acceptable” (acceptable only after necessary revisions), or “fully acceptable.”**

**Also, the LEA must provide an action plan for the proposed implementation (see Part 3 of “A” tabs in Attachment B). This plan will list action steps containing specific dates and the person/s responsible for each action step. OSSE reviewers will validate that all of the timelines demonstrate that the LEA has the ability to get the basic elements of its selected model/s up and running by the beginning of the 2010-2011 school year in every school in the application.**

- (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).

**During both LEA application phases, each LEA applicant must provide a separate budget for each of the three years of the period of availability (provided the waiver to extend the period of availability is granted) for each of the Tier I schools (in Phase I) or Tier III schools (in Phase II) it proposes to serve with school improvement funds (see “C” tabs in Attachment B). In its descriptions of activities to be funded, the LEA will distinguish between activities to be implemented by the school and services to be provided by the LEA.**

**Furthermore, the LEA will provide a narrative statement for each school to be served to explain how the total amount of funds included in the budget will be sufficient to fully and effectively implement the selected intervention/s in each Tier I school identified to be served in Phase I and to support school improvement activities in each Tier III school in Phase II (see Part 5.2 in “A” tabs in Attachment B). If the amount budgeted for one year in which the LEA will implement the turnaround model, the restart model, or the transformation model in a Tier I school is less than \$500,000,**

**OSSE reviewers will closely scrutinize the response to ensure that a lesser amount will be sufficient to support full and effective implementation of that intervention.**

**Finally, the LEA is also asked to provide details on total other funds expected to be dedicated to supporting the intervention, including local funds, Title I funds, school improvement funds reserved under Section 1003(a) of the ESEA, or funds from other sources (see Part 5.3 in “A” tabs in Attachment B).**

**During its review of the LEA’s application, OSSE must find that, taken as a whole, the budgets and statements provided by the LEA support the LEA’s contention that the total budget includes sufficient funds.**

## **Part 2**

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA’s commitment to do the following:

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

**To gather information to show an LEA’s commitment to complete each of these actions, OSSE will require the LEA to provide five action plans in its application (see Part 2 of tab 6 of Attachment B). For each of these five actions, regardless of whether the respective action is begun prior to applying or will begin only after applying, the LEA must provide a list of action steps. For each action step, the LEA will provide beginning and ending dates, a description, and the name/s of the person/s responsible for completing the action step. To ensure the LEA has the opportunity to fully demonstrate its commitment to take each action, the LEA will also provide a narrative statement to demonstrate the commitment.**

**OSSE reviewers will rate the LEA’s combined action plan and narrative for each of these 5 actions as “not acceptable,” “conditionally acceptable,” or “fully acceptable.”**

**In doing so for Tier I schools (in Phase I), reviewers will consider whether the timelines allow the LEA to get the basic elements of its selected model/s up and running by the beginning of the 2011-12-school year in every school in the application.**

**Attachment D shows the rubric used by reviewers to evaluate LEA applications.**

**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 period<sup>2</sup> 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.*)

<sup>2</sup> “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:**

The LEA may include a budget describing proposed pre-implementation costs in its application. See Parts 0a and 0b on the “C” tabs of the LEA application (Attachment B) and Part 4.3 of the “A” tabs of the LEA application (Attachment B).

**Review Process:**

Applications will be reviewed by an external panel of experts based on a rubric provided by OSSE (Attachment D), which allows for a range of scores and denotes “not acceptable,” “conditionally acceptable,” and “fully acceptable” points on the scale. The rubric includes checks that the proposed costs in the pre-implementation plan (in the narrative of the application) are allowable and that associated pre-implementation costs are accurately included in the budget. The panel must provide a consensus score for each section of the application. For each school included in an LEA’s application, the request will receive an overall score between 0 and 100. From this exercise, the panel will provide OSSE with two lists of schools for which funds were requested, ranked from highest-scoring overall to lowest-scoring overall: (1) a list of applications for which all sections received “fully acceptable” ratings and (2) a list of applications for which one or more sections did not receive “fully acceptable” ratings.

**For each school on the “fully acceptable” list, beginning with the highest-scoring school and continuing in rank order, OSSE staff will determine the budget that is necessary in order to allow for the full implementation of the proposed intervention, considering the budget proposed in the application. If at least that amount is available for funding, OSSE will award funds in the determined amount to the LEA to serve that school.**

**If more funds are available than the amount to be awarded for schools on the “fully acceptable” list, OSSE will allow LEAs to make revisions to “conditionally acceptable” applications. Conditionally acceptable applications are those for which at least one school’s score was not “fully acceptable” but for which the school received a score equal to at least 50% of the average score for all schools in all applications. For any school that received a score of less than 50% of the average score, that school’s section of the LEA application will be rejected as “not acceptable” overall, with no opportunity for revision. After the revision period, the external and internal reviews described above will be repeated once for Phase I to potentially fund LEAs to implement interventions in additional schools.**

**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:**

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

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

**First, again, there are two LEAs in the District with Tier I schools – 6 within the District of Columbia Public Schools with the other being School for the Arts in Learning (SAIL) Public Charter School. In its Phase I application, if either of the two LEAs with at least one Tier I school proposes to serve fewer than all of its Tier I schools, using one of the four intervention models, the LEA must provide a statement describing how it lacks sufficient capacity to do so (see Part 1 of tab 6 of Attachment B). The statement must refer to specific elements of capacity the LEA believes make the LEA unable to fully and effectively implement an intervention in all Tier I schools. Consistent with the U.S. Department of Education's non-regulatory guidance, OSSE will direct LEAs to include in this statement information that relates to, among other things, the number and credentials of staff dedicated to intervention implementation; amount of other funds to be dedicated to implementing the intervention; in/ability to recruit new principals for the turnaround and**

**transformation models or the un/availability of EMOs to enlist for the restart model; and barriers and/or evidence of support or lack of support from teachers, the board of education, school staff, and/or parents.**

**Additionally, in order to provide the required close scrutiny if either of these LEAs indicate a lack of capacity, OSSE will require a personalized follow-up meeting between OSSE's Title I director and relevant LEA staff during which OSSE will gather additional information and detail. In this meeting, OSSE will ensure that the LEA has considered all elements of capacity and each of the four allowable interventions (including school closure) and also consider whether any claimed lack of capacity could be resolved through technical assistance or other support provided by OSSE.**

**If OSSE determines that the LEA does not have the capacity to serve all of its schools, it will not require the LEA to serve all of its schools. If OSSE determines that, despite its claim, the LEA does indeed have the capacity to implement an intervention in every Tier I school, OSSE will require the LEA to serve all Tier I schools in order to receive any 1003(g) funds and will require the LEA to amend its application to include plans for the Tier I school/s it originally did not include. Additionally, OSSE will require the LEA to address how it will ensure it leverages its full capacity in the statement it will then have to provide in the application demonstrating that it *does* have the capacity to serve all Tier I schools (or at least all of those that OSSE determines it has the capacity to serve, if it is not all Tier I schools).**

**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:**

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

**Review Timeline:**

**OSSE anticipates that awards for Tier I schools will likely exhaust the full amount available from the District of Columbia's FY 2010 allocation and carryover from FY 2009 for School Improvement Grants to LEAs. It is very unlikely that any funds will be available to serve any Tier III schools. (There are no Tier II schools.)**

**Knowing this, and in order to avoid unnecessary time and effort by the many LEAs that have only Tier III-eligible schools, OSSE will implement a two-phase LEA application process. In Phase I, only LEAs with Tier I schools will be invited to apply only for funds to implement interventions in their Tier I schools. If, after awarding funds to those LEAs based on their Phase I applications, additional funds are available for serving additional schools, OSSE will invite all LEAs with Tier III schools to apply for awards to serve one or more of their Tier III schools in a Phase II application process, using the same application as was used for Phase I, except for changing all references to "the selection intervention" to "school improvement activities."**

**May 26: Phase I (Tier I) LEA Application Official Release (after draft provided earlier)**

**June 27: Phase I (Tier I) LEA Applications Due to OSSE**

**July 15: OSSE Awards Funds Based on First Phase I (Tier I) Reviews**

**August 1: Phase II (Tier III) LEA Application Released (if applicable)**

**September 1: Phase II (Tier III) LEA Applications Due to OSSE (if applicable)**

**October 1: OSSE Awards Funds Based on First Phase II (Tier III) Reviews (if applicable)**

**October 15: Revised Phase II (Tier III) LEA Applications Due to OSSE (if applicable)**

**October 30: OSSE Awards Funds Based on Revised Phase II Reviews (if applicable)**

**Review Process:**

Applications will be reviewed by an external panel of experts based on a rubric provided by OSSE (Attachment D), which allows for a range of scores and denotes “not acceptable,” “conditionally acceptable,” and “fully acceptable” points on the scale. The panel must provide a consensus score for each section of the application. For each school included in an LEA’s application, the request will receive an overall score between 0 and 100. From this exercise, the panel will provide OSSE with two lists of schools for which funds were requested, ranked from highest-scoring overall to lowest-scoring overall: (1) a list of applications for which all sections received “fully acceptable” ratings and (2) a list of applications for which one or more sections did not receive “fully acceptable” ratings.

For each school on the “fully acceptable” list, beginning with the highest-scoring school and continuing in rank order, OSSE staff will determine the budget that is necessary in order to allow for the full implementation of the proposed intervention, considering the budget proposed in the application. If at least that amount is available for funding, OSSE will award funds in the determined amount to the LEA to serve that school.

If more funds are available than the amount to be awarded for schools on the “fully acceptable” list, OSSE will allow LEAs to make revisions to “conditionally acceptable” applications. Conditionally acceptable applications are those for which at least one school’s score was not “fully acceptable” but for which the school received a score equal to at least 50% of the average score for all schools in all applications. For any school that received a score of less than 50% of the average score, that school’s section of the LEA application will be rejected as “not acceptable” overall, with no opportunity for revision. After the revision period, the external and internal reviews described above will be repeated once for Phase I to potentially fund LEAs to implement interventions in additional schools.

The same process will be followed for Phase II, if necessary. If any funds remain after these steps, they will be carried over for the next year’s application process.

**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.<sup>3</sup>

<sup>3</sup> 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:**

- (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.

**The LEA will be required to provide proposed annual goals for each school in its application (see Part 2 of "A" tabs in Attachment B). OSSE will review the proposed annual goals to ensure that the LEA established rigorous, yet obtainable goals. OSSE will determine whether the goals align with the examples in Section H-25 of ED's non-regulatory guidance.**

**OSSE's determination of whether to renew a School Improvement Grant (SIG) award will consider the following three areas: DC-CAS results, data on the leading indicators, and school-level progress of intervention implementation. For an LEA to receive a award renewal for a school, the school must have made "significant progress" in at least one of the three areas or have made "some progress" in at least two of the three areas. Consistent with the Department of Education's final requirements, any school that meets its annual achievement goals will automatically receive a renewal award. For schools that do not make "significant progress" in any area and make "little or no progress" in two or more areas, the LEA will not receive funds toward a renewal award for that school.**

**1. DC-CAS results**

**DC-CAS results will be compared with the annual goals set in the LEA application. For a school to have made "significant progress," annual goals in both reading/language arts and mathematics must be met. For a school to have made "some progress," it must meet one of its reading/language arts or mathematics goals or increase the percentage of students scoring proficient/advanced by 50-99% of its goals in both reading/language arts and mathematics.**

**2. Data on the leading indicators**

**Each LEA that receives a SIG award will submit data on the leading indicators listed in the Department of Education's final regulations for each school year it receives an initial or renewed SIG award. A school will be evaluated on the progress it makes for**

each leading indicator compared to data from its baseline year. For each leading indicator, a school will be given 1 point if it has made "no to little progress," 2 points if it has made "some progress," or 3 points if it has made "significant progress" for the leading indicator during the school year. The average scores across the leading indicators will determine overall progress made in the leading indicators area. Schools with an average less than 1.5 will have made "little to no progress," schools with an average between 1.5 and 2.24 will have made "some progress," and schools with an average of at least 2.25 will have made "significant progress."

### **3. School-level progress of intervention implementation**

Each LEA that receives a SIG award will submit a report at the end of each school year it receives an initial or renewed SIG award for each school on the progress of the school improvement intervention implementation. From the implementation report and data gathered through on-site and/or other monitoring, OSSE will determine whether a school made "significant progress," "some progress," or "little or no progress" toward full implementation of the intervention. A school will be evaluated on its level of implementation for each of its intervention's required activities. For each required activity, a school will be given 1 point if it has made "little to no progress," 2 points if it has made "some progress," or 3 points if it has made "significant progress" in implementing that required activity during the school year. The average scores from the required activities will determine overall progress for intervention implementation. Schools with an average less than 1.5 will have made "no to little progress," schools with an average between 1.5 and 2.24 will have made "some progress," and schools with an average of at least 2.25 will have made "significant progress."

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

**If there is a Phase II LEA application process for LEAs to apply to serve Tier III schools, LEAs will establish, and OSSE will approve, these goals in the application. OSSE will approve goals in mathematics and reading/language arts that either (1) are equal to the goals established by OSSE for determining AYP or (2) decrease the non-proficient percentage of students by at least 10 percent.**

**Tier III schools receiving funds or services through an LEA's School Improvement Grant**

will be required to report on the same leading indicators on which Tier I schools are required to report. In determining whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA, OSSE will determine whether a school "made significant progress," "made some progress," or "made little or no progress" toward meeting its achievement goals and on the leading indicators. The same criteria that apply to Tier I schools for these ratings will apply to Tier III schools. For an LEA to receive renewal funds for a Tier III school, the Tier III school must have either (1) made significant progress in one area or (2) made some progress in both areas. For schools that did not make significant progress in any area and made little or no progress in one or more areas, the LEA will not receive funds toward a renewal award. LEAs will be required to consider and report on plans for adjustment to the original plan for any school that did not meet annual 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.

#### **Regular On-site Monitoring**

OSSE's Office of Elementary and Secondary Education has initiated a new on-site monitoring cycle for the 2009-2010 and 2010-2011 school years, in which all LEAs will be monitored on-site at least once during these two years. LEAs monitored on-site as part of this coordinated monitoring plan will be monitored for their implementation of their School Improvement Grant program, among all other Elementary and Secondary Education programs for which the LEA receives federal grant funds. OSSE's Title I monitoring indicators, based on the Department's indicators for SEAs, include indicators related to school improvement.

While under the new policy each LEA will receive at least one on-site visit once every two years, OSSE is also using a risk assessment tool to identify LEAs that may need additional onsite monitoring. OSSE may consider the following and conduct additional on-site monitoring:

- A-133 Single audits results,
- Consistent noncompliance relative to unresolved findings from previous monitoring reviews,
- Individual complaints to the agency,
- Higher grant award totals,
- Excess carryover or failure to liquidate funds,
- Late reporting (e.g. expenditures, status reports, progress reports, equipment inventory),
- Lack of alignment between expenditures and approved budget,
- Percent of disallowed to allowed expenditures,
- Excessive administrative costs,
- Failure to adhere to terms and conditions set forth in the Grant Award Notice (GAN), and
- Failure to make substantial progress toward grant goals and objectives.

The combined use of a two-year onsite monitoring schedule and risk based monitoring strengthens OSSE's general oversight of all LEAs.

### **Desktop Monitoring**

Second, OSSE will perform desktop monitoring, led by an assigned SEA Title I staff member at least bi-monthly, including but not limited to reviewing reimbursement requests for School Improvement Grants and reviewing annual and other interim reports LEAs will provide as required by OSSE describing the progress of the school improvement intervention implementation in Tier I schools and reporting data on the leading indicators identified in the final regulations and the LEA application. These reports and data will also be used to determine whether renewal grants are awarded to each LEA.

### **Targeted Monitoring for School Improvement Funds**

Third, based on reviews of data reports, other desktop monitoring activities, and findings and observations from the regular LEA on-site monitoring cycle, OSSE will at least twice annually perform additional focused on-site monitoring of the implementation of selected school improvement interventions within all funded LEAs and provide additional technical assistance and support to ensure that School Improvement funds are effectively used to implement interventions consistent with the final requirements. This additional focused on-site monitoring will review at least the following:

- Progress toward achievement goals (both annual measurable objectives and annual goals set in the School Improvement Grant application, where these are different),
- Progress toward improvement on the leading indicators,
- Fidelity to the approved school intervention model implementation plan and timelines,
- The effectiveness of instruction and the quality of the learning environment, and
- Other indicators that directly relate to the specific intervention model being implemented.

Finally, OSSE is using a portion of the FY 2009 State-level funds it has reserved from its School Improvement Grant to fund a third-party evaluation of the implementation and results of school improvement interventions.

- (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.

**OSSE will prioritize the Tier I schools that receive the highest overall scores in application reviews, which represent the schools for which LEAs provided the best plans for full and effective school improvement interventions. (Again, DC has no identified Tier II schools.)**

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

**Applications will be received in a Phase II application process only if there are sufficient funds to serve more than just Tier I schools. OSSE will prioritize the schools that receive the highest overall scores in application reviews, which represent the schools for which LEAs provided the best plans for full and effective implementation of school improvement activities.**

- (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.

**OSSE does not intend to take over any Tier I or Tier II schools.**

- (8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.<sup>2</sup>

**OSSE does not intend to provide services directly to any schools in the absence of a takeover.**

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<sup>2</sup> 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.

## 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:**

**After consultation with the Mid-Atlantic Comprehensive Center and the Center on Innovation and Improvement, OSSE plans to launch the use of the Indistar system for school improvement planning and monitoring processes within LEAs and schools. The full amount of funding to be reserved by the SEA from its FY 2010 School Improvement Grant allocation (approximately \$90,000) will be used to support this launch. First, OSSE will fund contracts with consultants to work with school support teams to develop and revise school improvement plans and processes to utilize Indistar. Second, OSSE will use funds to support Indistar and school support team training sessions for LEA and school representatives.**

**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** 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** The District of Columbia 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** The District of Columbia 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.



Local Educational Agency Application for School Improvement Grants  
Provided Under Section 1003(g) of the Elementary and Secondary Education Act of 1965, as amended

The Office of the State Superintendent of Education (OSSE)



Submit BOTH the completed Excel workbook AND a signed, scanned copy of the Applicant Information and Certification worksheet (tab i) to SIG.App@dc.gov by the established deadline.

	Tab Title
i	<u>Applicant Information and Certification</u>
ii	<u>Assurances: Section 1003(g) School Improvement Funds</u>
iii	<u>Assurances: General Education Provisions Act</u>
iv	<u>Entire LEA: Consultation, Waivers, and Leading Indicators</u>
v	<u>Entire LEA: Capacity to Serve</u>
"A" tabs	<u>Per School: Proposed Plan for School Improvement</u>
"B" tabs	<u>Per School: Explanations for Proposed Budget Items</u>
"C" tabs	<u>Per School: Proposed Annual Budgets</u>
Ref1	<u>Reference: School Improvement Grant Application Instructions</u>
Ref2	<u>Reference: Budget Category Definitions and Examples</u>
Ref3	<u>Reference: School Improvement Grant Guidance &amp; Resources</u>
Validation	<u>Validation of Application's Readiness for Submission</u>

*You can navigate through this application workbook by selecting the desired worksheets at the left, except for "A," "B," and "C" worksheets. Navigate to those worksheets through the tabs at the bottom to provide the school plan/s. See Instructions*

**Applicant Information and Certification**

**Applicant Information**

<b>Legal Name of Local Educational Agency</b>	<b>Name and Title of Section 1003(g) School Improvement Funds Coordinator</b>	
<b>Mailing Address of Local Educational Agency</b>	<b>Email Address of 1003(g) School Improvement Funds Coordinator</b>	
<b>Main Telephone Number of Local Educational Agency</b>	<b>Telephone Number of 1003(g) School Improvement Funds Coordinator</b>	
<b>DUNS Number of Local Educational Agency (required for receipt of ARRA funds)</b>	<b>Has the Local Educational Agency Completed CCR Registration? (required for receipt of ARRA funds)</b>	

**Amount Requested**

<b>Total Amount Requested for School Improvement Grants Under ESEA Section 1003(g)</b>

**LEA Certification**

**I certify that all of the information contained in this application is true and accurate to the best of my knowledge. Additionally, I certify that the LEA agrees to all assurances included in the application. I have been authorized to file this application on behalf of the agency named above.**

<b>Name and Title of Board Member/Chancellor or Designee Certifying Application</b>	<b>Signature of Board Member/Chancellor or Designee Certifying Application and Date of Certification</b>		

**DC Public Charter School Board Authorization (for Charter LEAs Only)**

<b>Name and Title of PCSB Representative Authorizing Application</b>	<b>Signature of PCSB Representative Authorizing Application and Date of Certification</b>		

### Assurances: ESEA Section 1003(g) School Improvement Funds

For each of the assurances listed below, check the gray box to indicate that, as the authorized representative of the agency receiving these funds, you have read and agree with the assurance.

**The Local Educational Agency (LEA) hereby assures the State Education Agency (SEA) that for the ESEA Section 1003(g) School Improvement program described in this application:**

Assurance #1

The LEA will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

Assurance #2

The LEA will 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.

Assurance #3

If it implements a restart model in a Tier I or Tier II school, the LEA will 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.

Assurance #4

The LEA will report to OSSE the school-level data required under section III of the final requirements.

Assurance #5

The LEA will track and account for each source of School Improvement funds -- including awards funded by ARRA funds -- separately from each other and from all other funding sources.

Assurance #6

The LEA will retain all records of the financial transactions and accounts relating to the proposed project for a period of five years after the termination of the grant agreement and shall make such records available for inspection and audit as necessary.

Assurance #7



The LEA acknowledges and agrees that the completion of this application, or the approval to fund an application, will not be deemed to be a binding obligation of the OSSE until such time as the Grant Award Notification (GAN) is delivered to the applicant.

Assurance #8



The LEA must receive prior written approval of a revised LEA application from the Office of the State Superintendent of Education (OSSE) before implementing any project changes with respect to the purposes for which the proposed funds are awarded.

Assurance #9



The LEA will comply with Office of Management and Budget (OMB) Circulars, including, but not limited to: OMB Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments; OMB Circular A-102, Grants and Cooperative Agreements with State and Local Governments; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

Assurance #10



The LEA will have financial management systems, procurement systems, and equipment and inventory management systems that enable the LEA to demonstrate compliance with federal grants management requirements, including the requirement that all expenditures made with federal funds are necessary, reasonable, allocable, and legal.

Assurance #11



No Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

Assurance #12



The LEA will comply with civil rights laws that prohibit discrimination based on race, color, national origin, religion, sex, disability, and age (available at <http://www.ed.gov/policy/gen/leg/recovery/notices/civil-rights.html>).

### Assurances: General Education Provisions Act

For each of the assurances listed below, check the gray box to indicate that, as the authorized representative of the agency receiving these funds, you have read and agree with the assurance.

**The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that:**

Assurance #1

The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications.

Assurance #2

The control of funds provided under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.

Assurance #3

The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the LEA under each program.

Assurance #4

The LEA will make reports to the OSSE and to the U.S. Secretary of Education as may reasonably be necessary to enable the OSSE and the Secretary to perform their duties and that it will maintain such records, including the records required under section 1232F of the General Education Provisions Act, and provide access to those records, as OSSE or the Secretary deem necessary to perform their

Assurance #5

The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.

Assurance #6

Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public.

Assurance #7

The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

Assurance #8

None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Assurance #9

The LEA will include in its application (below) a description of the steps the subgrantee proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs, as required by Section 427 of the General Education Provisions Act (GEPA). The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.

**Meeting the Requirement of the General Education Provisions Act, Section 427**

**If not embedded in the narrative portions of this application (tabs 6 and 9), provide a description of how the LEA will comply with the requirements of Section 427 of GEPA.  
(For additional guidance, see <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.)**

**Entire LEA: Required Responses Regarding Consultation, Waivers, and Leading Indicators**

**Part 1: Consultation**

As appropriate, the LEA is required to consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools. The LEA must check the gray box below to indicate agreement with the statement below and then list stakeholders the LEA consulted and the dates on/during which consultation occurred.

The Local Educational Agency has consulted with relevant stakeholders regarding the LEA’s application and implementation of school improvement intervention models in its Tier I and Tier II schools. (List below the stakeholders the LEA consulted.)

	<b>Individuals/Groups Consulted</b>	<b>Date/s of Consultation</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		

## Part 2: Waiver

LEAs have the option to implement the waiver listed below.

The LEA must check the gray box, if applicable, to indicate intent to implement the waiver and then list the schools/campuses for which the LEA requests to implement the waiver.

The Local Educational Agency requests to implement the waiver allowing for “starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model. (List below each school for which you request to implement this

	Name of School/Campus for which the LEA Requests to Implement this Waiver
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

### Part 3: Leading Indicators

To inform and evaluate the effectiveness of the interventions identified in the final requirements for School Improvement Grants, OSSE and the U.S. Secretary of Education will collect data on several metrics. Provide data on the leading indicators for the 2009-2010 school year. Provide data that is available for the 2010-2011 school year, and if the data is not yet available, provide the date when it will be submitted to OSSE.

Metric	School 1 School Year 2009-2010	School 2 School Year 2009-2010	School 3 School Year 2009-2010	School 4 School Year 2009-2010	School 5 School Year 2009-2010	School 6 School Year 2009-2010
Number of minutes within the school year						
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes						
College enrollment rate						
Distribution of teachers by performance level on LEA's teacher evaluation system						
Teacher attendance rate						
Metric	School 1 School Year 2010-2011	School 2 School Year 2010-2011	School 3 School Year 2010-2011	School 4 School Year 2010-2011	School 5 School Year 2010-2011	School 6 School Year 2010-2011
Number of minutes within the school year						
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes						
College enrollment rate						

Distribution of teachers by performance level on LEA's teacher evaluation system						
Teacher attendance rate						

**Entire LEA: Required Responses Regarding LEA Capacity and Plans for Implementation**

**Part 1: Capacity**

Under the final requirements for School Improvement Grants, an LEA must serve all Tier I schools unless it lacks sufficient capacity to do so. Meanwhile, an LEA must also demonstrate that it has the capacity to serve all of the schools it does include in its application for funds.

The LEA must respond to Part 5.1 on the "A" worksheet for each Tier I or Tier II school in this application. Through these school-specific responses, the LEA will demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and/or Tier II school identified in this application in order to implement fully and effectively the selected intervention in each of those schools.

If the LEA is NOT applying to serve each Tier I school, the LEA must explain below why it lacks sufficient capacity to serve each Tier I school. OSSE will evaluate the sufficiency of the LEA's claim, which will be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible. Below, the LEA must demonstrate this by describing elements of capacity that are lacking.

<p>Number and Credentials of Staff Dedicated to Implementation</p>	
<p>Dedication of Other Funds to Directly Support Implementation</p>	
<p>Ability to Recruit New Principals for the Turnaround and Transformation Models or the Availability of EMOs to Enlist for the Restart Model</p>	
<p>Barriers and/or Evidence of Support from Teachers, the Board of Education, School Staff, and/or Parents</p>	
<p>Other Elements of Capacity</p>	











### School 1: Proposed Plan for School Improvement

Below, name one school/campus that the LEA proposes to serve with 1003(g) funds and provide all requested information, including the school intervention model selected.  
Use this worksheet to provide all required information regarding the needs of this school/campus and the plan for a school improvement intervention.

Name of School/Campus	NCES ID Number for School/Campus	Tier	School Intervention Model Selected	Total Amount of Funds Requested to Implement Chosen Intervention (from \$50,000 to \$2,000,000, multiplied by three years of the period of availability)	Of Total Amount, Amount of Funds to be Allocated to This School/Campus	Of Total Amount, Amount of Funds to be Used at the LEA Level to Provide Services to This School/Campus

## Part 1: School Needs Assessment and Analysis

### Part 1.1: Results from Standard Needs Assessment and Analysis

Based on the needs assessment and analysis for this school/campus, indicate the overall results for each of the Nine Characteristics of High Performing Schools below.

Dates During Which the Needs Assessment and Analysis Were Performed:

Nine Characteristics of High Performing Schools	Not At All Evident	Slightly Evident	Moderately Evident	Mostly Evident	Completely Evident
A Clear and Shared Focus					
High Standards and Expectations for all Students					
Effective School Leadership					
High Levels of Collaboration and Communication					
Curriculum, Instruction, and Assessments Aligned with State Standards					
Frequent Monitoring of Teaching and Learning					
Focused Professional Development					
A Supportive Learning Environment					
High Levels of Family and Community Involvement					

### Part 1.2: Assurance to Retain Records from Needs Assessment and Analysis

Check the gray box below to indicate that, as the authorized representative of the agency receiving these funds, you have read and agree with the assurance.

The LEA hereby assures OSSE that the LEA will retain all records related to the needs assessment and analysis for this school and will provide copies of those records to OSSE upon request.

### Part 1.3: Summary of Needs Identified Through LEA Analysis

Provide a thorough description of the results of the needs assessment and analysis for this school/campus and link these results to the intervention selected for this school/campus.



**Part 4: Narrative Description of School Activities and LEA Services Proposed to be Funded by School Improvement Grant**

**Part 4.1: Describe in detail the activities the school/campus will implement as part of the selected intervention.  
(to be funded from the amount listed in Cell I14)**

Blank area for narrative description.

<b>Part 4.2: Describe in detail the services this school/campus will receive from the LEA, if any. (to be funded from the amount listed in Cell J14)</b>

**Part 4.3: Proposed Pre-Implementation Activities**

Below, provide a detailed description of any proposed pre-implementation activities to be funded with this School Improvement Grant. Then, include associated budget details on the "B" and "C" tabs.

[Empty text area for providing a detailed description of proposed pre-implementation activities and associated budget details.]

**Part 5: Capacity of LEA and School/Campus and Sufficiency of Funds to Implement Intervention**

**Part 5.1: Capacity to Fully and Effectively Implement the Selected Intervention**

The LEA must demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I school identified in this application in order to implement fully and effectively the selected intervention in each of those schools. Below, the LEA must demonstrate this by describing elements of capacity supporting this

finding.	
<b>Number and Credentials of Staff Dedicated to Implementation</b>	
<b>Dedication of Other Funds to Directly Support Implementation</b>	
<b>Ability to Recruit New Principals for the Turnaround and Transformation Models or the Availability of EMOs to Enlist for the Restart Model</b>	
<b>Lack of Barriers and/or Evidence of Support from Teachers, the Board of Education, School Staff, and/or Parents</b>	
<b>Other Elements of Capacity</b>	
<p align="center"><b>Part 5.2: Sufficiency of Funds to Fully and Effectively Implement the Selected Intervention</b></p> <p>The LEA must provide a separate narrative statement demonstrating that the amount of funds requested for this school/campus is sufficient to fully and effectively implement the selected intervention. If the amount requested is less than \$500,000 for implementing either the turnaround, restart, or transformation model, this response will receive additional scrutiny. A budget request cannot be more than \$2 million for each year or \$6 million over three years.</p>	

**Part 5.3: Other Funds Dedicated to Implementation**

**Below, provide a detailed description, with expected amounts, of any other sources of funds that will be dedicated to supporting implementation of the selected intervention. This could include Title I, Part A funds; school improvement funds provided under Section 1003(a); local funds; or other funds.**







**Category 2: Supplies and Materials**  
**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

**Category 3: Fixed Costs**  
**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

**Category 4: Contractual Services**

**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

**Category 5: Equipment, *defined as***

**"tangible personal property having a useful life of more than one year, not considered a supply, with an acquisition cost of \$5,000 or more per unit"**

**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

<b>Category 6: Other</b>
<b>Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.</b>

### School 1: Proposed Annual School Improvement Fund Budgets

Below, provide a full proposed budget to be funded from a 1003(g) School Improvement Grant for each of the next three school years. A budget request cannot be more than \$2 million for each year or \$6 million over three years. For performance years 2 and 3, if the school has made progress toward meeting annual goals, on the leading indicators, and/or toward full implementation of the selected intervention, a renewal award will be made to the LEA for the school.

















### School 2: Proposed Plan for School Improvement

Below, name one school/campus that the LEA proposes to serve with 1003(g) funds and provide all requested information, including the school intervention model selected.  
Use this worksheet to provide all required information regarding the needs of this school/campus and the plan for a school improvement intervention.

Name of School/Campus	NCES ID Number for School/Campus	Tier	School Intervention Model Selected	Total Amount of Funds Requested to Implement Chosen Intervention (from \$50,000 to \$2,000,000, multiplied by three years of the period of availability)	Of Total Amount, Amount of Funds to be Allocated to This School/Campus	Of Total Amount, Amount of Funds to be Used at the LEA Level to Provide Services to This School/Campus

**Part 1: School Needs Assessment and Analysis**

**Part 1.1: Results from Standard Needs Assessment and Analysis**

Based on the needs assessment and analysis for this school/campus, indicate the overall results for each of the Nine Characteristics of High Performing Schools below.

Dates During Which the Needs Assessment and Analysis Were Performed:

Nine Characteristics of High Performing Schools	Not At All Evident	Slightly Evident	Moderately Evident	Mostly Evident	Completely Evident
A Clear and Shared Focus					
High Standards and Expectations for all Students					
Effective School Leadership					
High Levels of Collaboration and Communication					
Curriculum, Instruction, and Assessments Aligned with State Standards					
Frequent Monitoring of Teaching and Learning					
Focused Professional Development					
A Supportive Learning Environment					
High Levels of Family and Community Involvement					

**Part 1.2: Assurance to Retain Records from Needs Assessment and Analysis**

Check the gray box below to indicate that, as the authorized representative of the agency receiving these funds, you have read and agree with the assurance.

The LEA hereby assures OSSE that the LEA will retain all records related to the needs assessment and analysis for this school and will provide copies of those records to OSSE upon request.

**Part 1.3: Summary of Needs Identified Through LEA Analysis**

Provide a thorough description of the results of the needs assessment and analysis for this school/campus and link these results to the intervention selected for this school/campus.



**Part 4: Narrative Description of School Activities and LEA Services Proposed to be Funded by School Improvement Grant**

**Part 4.1: Describe in detail the activities the school/campus will implement as part of the selected intervention.  
(to be funded from the amount listed in Cell I14)**

Empty text area for narrative description.

<b>Part 4.2: Describe in detail the services this school/campus will receive from the LEA, if any. (to be funded from the amount listed in Cell J14)</b>

**Part 4.3: Proposed Pre-Implementation Activities**

Below, provide a detailed description of any proposed pre-implementation activities to be funded with this School Improvement Grant. Then, include associated budget details on the "B" and "C" tabs.

[Empty response area for Part 4.3]

**Part 5: Capacity of LEA and School/Campus and Sufficiency of Funds to Implement Intervention**

**Part 5.1: Capacity to Fully and Effectively Implement the Selected Intervention**

The LEA must demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I school identified in this application in order to implement fully and effectively the selected intervention in each of those schools. Below, the LEA must demonstrate this by describing elements of capacity supporting this

finding.	
<b>Number and Credentials of Staff Dedicated to Implementation</b>	
<b>Dedication of Other Funds to Directly Support Implementation</b>	
<b>Ability to Recruit New Principals for the Turnaround and Transformation Models or the Availability of EMOs to Enlist for the Restart Model</b>	
<b>Lack of Barriers and/or Evidence of Support from Teachers, the Board of Education, School Staff, and/or Parents</b>	
<b>Other Elements of Capacity</b>	
<p align="center"><b>Part 5.2: Sufficiency of Funds to Fully and Effectively Implement the Selected Intervention</b></p> <p>The LEA must provide a separate narrative statement demonstrating that the amount of funds requested for this school/campus is sufficient to fully and effectively implement the selected intervention. If the amount requested is less than \$500,000 for implementing either the turnaround, restart, or transformation model, this response will receive additional scrutiny. A budget request cannot be more than \$2 million for each year or \$6 million over three years.</p>	

**Part 5.3: Other Funds Dedicated to Implementation**  
Below, provide a detailed description, with expected amounts, of any other sources of funds that will be dedicated to supporting implementation of the selected intervention.  
This could include Title I, Part A funds; school improvement funds provided under Section 1003(a); local funds; or other funds.

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**Category 2: Supplies and Materials**

**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

**Category 3: Fixed Costs**

**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

**Category 4: Contractual Services**

**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

**Category 5: Equipment, *defined as***

**"tangible personal property having a useful life of more than one year, not considered a supply, with an acquisition cost of \$5,000 or more per unit"**

**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

Category 6: Other	
Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.	

**School 2: Proposed Annual School Improvement Fund Budgets**

Below, provide a full proposed budget to be funded from a 1003(g) School Improvement Grant for each of the next three school years. A budget request cannot be more than \$2 million for each year or \$6 million over three years. For performance years 2 and 3, if the school has made progress toward meeting annual goals, on the leading indicators, and/or toward full implementation of the selected intervention, a renewal award will be made to the LEA for the school.

Part 0a: Proposed Budget for School Expenditures for Pre-Implementation(from Date of Grant Award through First Day of School)							
		Budget Categories					Program Grand Totals
		Salaries and Benefits	Supplies and Materials	Fixed Property Costs (Rents & Utilities)	Contracted Professional Services	Equipment	
Program Categories	Instruction						\$ -
	Support Services						\$ -
	Administrative Costs						\$ -
	Operations and Maintenance						\$ -
	Transportation						\$ -
	Other						\$ -
<b>Budget Grand Totals</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -









Part 2b: Proposed Budget for LEA Services to School for Performance Year #2 (from October 1, 2012 through September 30, 2013)							
		Budget Categories					Program Grand Totals
		Salaries and Benefits	Supplies and Materials	Fixed Property Costs (Rents & Utilities)	Contracted Professional Services	Equipment	
Program Categories	Instruction						\$ -
	Support Services						\$ -
	Administrative Costs						\$ -
	Operations and Maintenance						\$ -
	Transportation						\$ -
	Other						\$ -
<b>Budget Grand Totals</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



Part 3b: Proposed Budget for LEA Services to School for Performance Year #3 (from October 1, 2013 through September 30, 2014)							
		Budget Categories					Program Grand Totals
		Salaries and Benefits	Supplies and Materials	Fixed Property Costs (Rents & Utilities)	Contracted Professional Services	Equipment	
Program Categories	Instruction						\$ -
	Support Services						\$ -
	Administrative Costs						\$ -
	Operations and Maintenance						\$ -
	Transportation						\$ -
	Other						\$ -
<b>Budget Grand Totals</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

LEA Name	LEA NCES ID#	School Name	School NCES I	Tier	GradRate	Newly Eligible
District of Columbia Public Schools (DCPS)	1100030	Garfield ES	00165	Tier I		
District of Columbia Public Schools (DCPS)	1100030	Johnson JHS	00144	Tier I		
District of Columbia Public Schools (DCPS)	1100030	Kelly Miller MS	00272	Tier I		
District of Columbia Public Schools (DCPS)	1100030	Kramer MS	00143	Tier I		
District of Columbia Public Schools (DCPS)	1100030	Savoy ES	00025	Tier I		
District of Columbia Public Schools (DCPS)	1100030	Stanton ES	00013	Tier I		
School for the Arts in Learning (SAIL) Public Charter School	1100060	School for the Arts in Learning (SAIL) Public Charter School	00235	Tier I		
Arts & Technology Academy Public Charter School	1100001	Arts & Technology Academy Public Charter School	00215	Tier III		
Booker T. Washington Public Charter School	1100003	Booker T. Washington Public Charter School	00217	Tier III		
Capital City Public Charter School	1100035	Capital City Public Charter School - Lower School	00253	Tier III		
Capital City Public Charter School	1100035	Capital City Public Charter School - Upper School	00414	Tier III		
Center City Public Charter School	1100073	Center City Public Charter School - Brightwood Campus	00400	Tier III		
Center City Public Charter School	1100073	Center City Public Charter School - Capitol Hill Campus	00393	Tier III		
Center City Public Charter School	1100073	Center City Public Charter School - Congress Heights	00412	Tier III		
Center City Public Charter School	1100073	Center City Public Charter School - Petworth Campus	00395	Tier III		
Center City Public Charter School	1100073	Center City Public Charter School - Shaw Campus	00404	Tier III		
Center City Public Charter School	1100073	Center City Public Charter School - Trinidad Campus	00403	Tier III		
Cesar Chavez Public Charter School	1100005	Cesar Chavez Bruce Prep Campus	00377	Tier III		
Cesar Chavez Public Charter School	1100005	Cesar Chavez Capitol Hill Campus	00219	Tier III		
Cesar Chavez Public Charter School	1100005	Cesar Chavez Parkside Campus	00328	Tier III		
Community Academy Public Charter School	1100007	Community Academy AMOS I Campus	00221	Tier III		
Community Academy Public Charter School	1100007	Community Academy AMOS III Campus	00398	Tier III		
Community Academy Public Charter School	1100007	Community Academy Online Campus	00380	Tier III		
Community Academy Public Charter School	1100007	Community Academy Rand-El Campus	00361	Tier III		
DC Bilingual Public Charter School	1100042	DC Bilingual Public Charter School	00273	Tier III		
DC Preparatory Academy Public Charter School	1100048	DC Preparatory Academy - Edgewood Elementary Campus	00388	Tier III		
DC Preparatory Academy Public Charter School	1100048	DC Preparatory Academy - Edgewood Middle Campus	00277	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Aiton ES	00122	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Amidon ES	00121	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Ballou SHS	00084	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Bancroft ES	00120	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Beers ES	00118	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Brightwood ES	00112	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Brookland ES	00111	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Bruce-Monroe ES	00110	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Burroughs ES	00107	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Burrville ES	00106	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Cardozo SHS	00082	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Columbia Heights Education Campus	00396	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Cooke HD ES	00100	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Coolidge SHS	00081	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Davis ES	00099	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Drew ES	00097	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Eliot JHS	00151	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Ellington SHS	00016	Tier III		

District of Columbia Public Schools (DCPS)	1100030	Emery ES	00094	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Ferebee-Hope ES	00069	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Francis JHS	00149	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Garrison ES	00171	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Hardy ES	00186	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Harris, C.W. ES	00185	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Hart MS	00135	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Hendley ES	00182	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Jefferson JHS	00145	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Ketcham ES	00176	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Kimball ES	00173	Tier III		
District of Columbia Public Schools (DCPS)	1100030	King M L ES	00102	Tier III		
District of Columbia Public Schools (DCPS)	1100030	LaSalle ES	00042	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Ludlow-Taylor ES	00037	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Macfarland MS	00141	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Malcolm X ES	00036	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Marie Reed ES	00032	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Maury ES	00034	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Miner ES	00004	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Montgomery ES	00003	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Moten ES	00002	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Nalle ES	00163	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Orr ES	00161	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Patterson ES	00158	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Plummer ES	00126	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Powell ES	00125	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Randle-Highlands ES	00029	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Raymond ES	00033	Tier III		
District of Columbia Public Schools (DCPS)	1100030	River Terrace ES	00028	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Ronald H. Brown MS	00021	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Roosevelt SHS	00008	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Seaton ES	00024	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Shaed ES	00022	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Shaw JHS	00020	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Simon ES	00054	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Smothers ES	00064	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Sousa MS	00019	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Stuart-Hobson MS	00191	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Takoma ES	00011	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Terrell MC ES	00267	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Thomas ES	00049	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Thomson ES	00046	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Thurgood Marshall ES	00188	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Truesdell ES	00075	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Tubman ES	00074	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Walker-Jones ES	00070	Tier III		

District of Columbia Public Schools (DCPS)	1100030	West ES	00067	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Webb Wheatley ES	00068	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Whittier ES	00065	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Wilson SHS	00133	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Winston EC	00061	Tier III		
District of Columbia Public Schools (DCPS)	1100030	Woodson SHS	00055	Tier III		
E.L. Haynes Public Charter School	1100043	E.L. Haynes Public Charter School	00274	Tier III		
Elsie Whitlow Stokes Public Charter School	1100009	Elsie Whitlow Stokes Public Charter School	00223	Tier III		
Friendship Public Charter School	1100008	Friendship Blow Pierce Junior Academy	00323	Tier III		
Friendship Public Charter School	1100008	Friendship Chamberlain Elementary Academy	00222	Tier III		
Friendship Public Charter School	1100008	Friendship Collegiate Academy	00341	Tier III		
Friendship Public Charter School	1100008	Friendship Southeast Elementary Academy	00338	Tier III		
Hope Community Public Charter School	1100051	Hope Community Lamond Campus	00301	Tier III		
Hope Community Public Charter School	1100051	Hope Community Tolson Campus	00386	Tier III		
Hospitality Public Charter School	1100010	Hospitality Public Charter School	00224	Tier III		
Howard Road Academy Public Charter School	1100029	Howard Road Academy Public Charter School - G Street Campus	00390	Tier III		
Howard Road Academy Public Charter School	1100029	Howard Road Academy Public Charter School - Main Campus	00245	Tier III		
Hyde Leadership Academy Public Charter School	1100011	Hyde Leadership Academy Public Charter School	00225	Tier III		
Ideal Academy Public Charter School	1100012	Ideal Academy North Capitol Campus	00401	Tier III		
Ideal Academy Public Charter School	1100012	Ideal Academy Peabody Campus	00226	Tier III		
Imagine Southeast Public Charter School	1100074	Imagine Southeast Public Charter School	00409	Tier III		
Integrated Design & Electronics Academy (IDEA) Public Charter	1100013	Integrated Design & Electronics Academy (IDEA) Public Charter School	00227	Tier III		
KIPP DC Public Charter School	1100031	KIPP DC Aim Academy	00381	Tier III		
KIPP DC Public Charter School	1100031	KIPP DC Key Academy	00246	Tier III		
KIPP DC Public Charter School	1100031	KIPP DC Will Academy	00376	Tier III		
Mary McLeod Bethune Public Charter School	1100059	Mary McLeod Bethune Slowe Campus	00275	Tier III		
Maya Angelou Public Charter School	1100044	Maya Angelou Evans Campus	00391	Tier III		
Maya Angelou Public Charter School	1100044	Maya Angelou Middle Campus	00392	Tier III		
Maya Angelou Public Charter School	1100044	Maya Angelou Shaw Campus	00228	Tier III		
Meridian Public Charter School	1100071	Meridian Public Charter School	00229	Tier III		
Nia Community Public Charter School	1100017	Nia Community Public Charter School	00332	Tier III		
Paul Public Charter School	1100018	Paul Public Charter School	00257	Tier III		
Potomac Lighthouse Academy Public Charter School	1100039	Potomac Lighthouse Academy Public Charter School	00310	Tier III		
Thea Bowman Public Charter School	1100064	Thea Bowman Public Charter School	00406	Tier III		
Tree of Life Public Charter School	1100034	Tree of Life Public Charter School	00258	Tier III		
Washington Math Science Technology Public Charter School	1100040	Washington Math Science Technology Public Charter School	00240	Tier III		
William E. Doar Public Charter School	1100026	William E. Doar Public Charter School - Lower School	00303	Tier III		
William E. Doar Public Charter School	1100026	William E. Doar Public Charter School - Upper School	00428	Tier III		



Local Educational Agency Application for School Improvement Grants  
Provided Under Section 1003(g) of the Elementary and Secondary Education Act of 1965, as amended

The Office of the State Superintendent of Education (OSSE)



Submit BOTH the completed Excel workbook AND a signed, scanned copy of the Applicant Information and Certification worksheet (tab i) to SIG.App@dc.gov by the established deadline.

	Tab Title
i	<b>Applicant Information and Certification</b>
ii	<b>Assurances: Section 1003(g) School Improvement Funds</b>
iii	<b>Assurances: General Education Provisions Act</b>
iv	<b>Entire LEA: Consultation, Waivers, and Leading Indicators</b>
v	<b>Entire LEA: Capacity to Serve</b>
"A" tabs	<b>Per School: Proposed Plan for School Improvement</b>
"B" tabs	<b>Per School: Explanations for Proposed Budget Items</b>
"C" tabs	<b>Per School: Proposed Annual Budgets</b>
Ref1	<b>Reference: School Improvement Grant Application Instructions</b>
Ref2	<b>Reference: Budget Category Definitions and Examples</b>
Ref3	<b>Reference: School Improvement Grant Guidance &amp; Resources</b>
Validation	<b>Validation of Application's Readiness for Submission</b>

*You can navigate through this application workbook by selecting the desired worksheets at the left, except for "A," "B," and "C" worksheets. Navigate to those worksheets through the tabs at the bottom to provide the school plan/s. See Instructions*

**Applicant Information and Certification**

**Applicant Information**

<b>Legal Name of Local Educational Agency</b>	<b>Name and Title of Section 1003(g) School Improvement Funds Coordinator</b>	
<b>Mailing Address of Local Educational Agency</b>	<b>Email Address of 1003(g) School Improvement Funds Coordinator</b>	
<b>Main Telephone Number of Local Educational Agency</b>	<b>Telephone Number of 1003(g) School Improvement Funds Coordinator</b>	
<b>DUNS Number of Local Educational Agency (required for receipt of ARRA funds)</b>	<b>Has the Local Educational Agency Completed CCR Registration? (required for receipt of ARRA funds)</b>	

**Amount Requested**

<b>Total Amount Requested for School Improvement Grants Under ESEA Section 1003(g)</b>

**LEA Certification**

**I certify that all of the information contained in this application is true and accurate to the best of my knowledge.  
 Additionally, I certify that the LEA agrees to all assurances included in the application.  
 I have been authorized to file this application on behalf of the agency named above.**

<b>Name and Title of Board Member/Chancellor or Designee Certifying Application</b>	<b>Signature of Board Member/Chancellor or Designee Certifying Application and Date of Certification</b>		

**DC Public Charter School Board Authorization (for Charter LEAs Only)**

<b>Name and Title of PCSB Representative Authorizing Application</b>	<b>Signature of PCSB Representative Authorizing Application and Date of Certification</b>		

### Assurances: ESEA Section 1003(g) School Improvement Funds

For each of the assurances listed below, check the gray box to indicate that, as the authorized representative of the agency receiving these funds, you have read and agree with the assurance.

**The Local Educational Agency (LEA) hereby assures the State Education Agency (SEA) that for the ESEA Section 1003(g) School Improvement program described in this application:**

Assurance #1

The LEA will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

Assurance #2

The LEA will 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.

Assurance #3

If it implements a restart model in a Tier I or Tier II school, the LEA will 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.

Assurance #4

The LEA will report to OSSE the school-level data required under section III of the final requirements.

Assurance #5

The LEA will track and account for each source of School Improvement funds -- including awards funded by ARRA funds -- separately from each other and from all other funding sources.

Assurance #6

The LEA will retain all records of the financial transactions and accounts relating to the proposed project for a period of five years after the termination of the grant agreement and shall make such records available for inspection and audit as necessary.

Assurance #7



The LEA acknowledges and agrees that the completion of this application, or the approval to fund an application, will not be deemed to be a binding obligation of the OSSE until such time as the Grant Award Notification (GAN) is delivered to the applicant.

Assurance #8



The LEA must receive prior written approval of a revised LEA application from the Office of the State Superintendent of Education (OSSE) before implementing any project changes with respect to the purposes for which the proposed funds are awarded.

Assurance #9



The LEA will comply with Office of Management and Budget (OMB) Circulars, including, but not limited to: OMB Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments; OMB Circular A-102, Grants and Cooperative Agreements with State and Local Governments; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

Assurance #10



The LEA will have financial management systems, procurement systems, and equipment and inventory management systems that enable the LEA to demonstrate compliance with federal grants management requirements, including the requirement that all expenditures made with federal funds are necessary, reasonable, allocable, and legal.

Assurance #11



No Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

Assurance #12



The LEA will comply with civil rights laws that prohibit discrimination based on race, color, national origin, religion, sex, disability, and age (available at <http://www.ed.gov/policy/gen/leg/recovery/notices/civil-rights.html>).

### Assurances: General Education Provisions Act

For each of the assurances listed below, check the gray box to indicate that, as the authorized representative of the agency receiving these funds, you have read and agree with the assurance.

**The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that:**

Assurance #1

The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications.

Assurance #2

The control of funds provided under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.

Assurance #3

The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the LEA under each program.

Assurance #4

The LEA will make reports to the OSSE and to the U.S. Secretary of Education as may reasonably be necessary to enable the OSSE and the Secretary to perform their duties and that it will maintain such records, including the records required under section 1232F of the General Education Provisions Act, and provide access to those records, as OSSE or the Secretary deem necessary to perform their

Assurance #5

The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.

Assurance #6

Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public.

Assurance #7

The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

Assurance #8

None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Assurance #9

The LEA will include in its application (below) a description of the steps the subgrantee proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs, as required by Section 427 of the General Education Provisions Act (GEPA). The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.

**Meeting the Requirement of the General Education Provisions Act, Section 427**

**If not embedded in the narrative portions of this application (tabs 6 and 9), provide a description of how the LEA will comply with the requirements of Section 427 of GEPA.  
(For additional guidance, see <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.)**

**Entire LEA: Required Responses Regarding Consultation, Waivers, and Leading Indicators**

**Part 1: Consultation**

As appropriate, the LEA is required to consult with relevant stakeholders regarding the LEA's application and implementation of school improvement activities in its schools. The LEA must check the gray box below to indicate agreement with the statement below and then list stakeholders the LEA consulted and the dates on/during which consultation occurred.

The Local Educational Agency has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement activities in its schools. (List below the stakeholders the LEA consulted.)

	Individuals/Groups Consulted	Date/s of Consultation
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

## Part 2: Waiver

LEAs have the option to implement the waiver listed below.

The LEA must check the gray box, if applicable, to indicate intent to implement the waiver and then list the schools/campuses for which the LEA requests to implement the waiver.

The Local Educational Agency requests to implement the waiver allowing for “starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model. (List below each school for which you request to implement this

	Name of School/Campus for which the LEA Requests to Implement this Waiver
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

### Part 3: Leading Indicators

To inform and evaluate the effectiveness of the interventions identified in the final requirements for School Improvement Grants, OSSE and the U.S. Secretary of Education will collect data on several metrics. Provide data on the leading indicators for the 2009-2010 school year. Provide data that is available for the 2010-2011 school year, and if the data is not yet available, provide the date when it will be submitted to OSSE.

Metric	School 1 School Year 2009-2010	School 2 School Year 2009-2010	School 3 School Year 2009-2010	School 4 School Year 2009-2010	School 5 School Year 2009-2010	School 6 School Year 2009-2010
Number of minutes within the school year						
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes						
College enrollment rate						
Distribution of teachers by performance level on LEA's teacher evaluation system						
Teacher attendance rate						
Metric	School 1 School Year 2010-2011	School 2 School Year 2010-2011	School 3 School Year 2010-2011	School 4 School Year 2010-2011	School 5 School Year 2010-2011	School 6 School Year 2010-2011
Number of minutes within the school year						
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes						
College enrollment rate						

Distribution of teachers by performance level on LEA's teacher evaluation system						
Teacher attendance rate						

**Entire LEA: Required Responses Regarding LEA Capacity and Plans for Implementation**

**Part 1: Capacity**

Under the final requirements for School Improvement Grants, an LEA must serve all Tier I schools unless it lacks sufficient capacity to do so. Meanwhile, an LEA must also demonstrate that it has the capacity to serve all of the schools it does include in its application for funds.

The LEA must respond to Part 5.1 on the "A" worksheet for each Tier I or Tier II school in this application. Through these school-specific responses, the LEA will demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and/or Tier II school identified in this application in order to implement fully and effectively the selected intervention in each of those schools.

If the LEA is NOT applying to serve each Tier I school, the LEA must explain below why it lacks sufficient capacity to serve each Tier I school. OSSE will evaluate the sufficiency of the LEA's claim, which will be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible. Below, the LEA must demonstrate this by describing elements of capacity that are lacking.

<p>Number and Credentials of Staff Dedicated to Implementation</p>	
<p>Dedication of Other Funds to Directly Support Implementation</p>	
<p>Ability to Recruit New Principals for the Turnaround and Transformation Models or the Availability of EMOs to Enlist for the Restart Model</p>	
<p>Barriers and/or Evidence of Support from Teachers, the Board of Education, School Staff, and/or Parents</p>	
<p>Other Elements of Capacity</p>	











### School 1: Proposed Plan for School Improvement

Below, name one school/campus that the LEA proposes to serve with 1003(g) funds and provide all requested information, including the school improvement activities selected.  
Use this worksheet to provide all required information regarding the needs of this school/campus and the plan for a school improvement intervention.

Name of School/Campus	NCES ID Number for School/Campus	Tier		Total Amount of Funds Requested to Implement Chosen Intervention (from \$50,000 to \$2,000,000, multiplied by three years of the period of availability)	Of Total Amount, Amount of Funds to be Allocated to This School/Campus	Of Total Amount, Amount of Funds to be Used at the LEA Level to Provide Services to This School/Campus

**Part 1: School Needs Assessment and Analysis**

**Part 1.1: Results from Standard Needs Assessment and Analysis**

Based on the needs assessment and analysis for this school/campus, indicate the overall results for each of the Nine Characteristics of High Performing Schools below.

Dates During Which the Needs Assessment and Analysis Were Performed:

Nine Characteristics of High Performing Schools	Not At All Evident	Slightly Evident	Moderately Evident	Mostly Evident	Completely Evident
A Clear and Shared Focus					
High Standards and Expectations for all Students					
Effective School Leadership					
High Levels of Collaboration and Communication					
Curriculum, Instruction, and Assessments Aligned with State Standards					
Frequent Monitoring of Teaching and Learning					
Focused Professional Development					
A Supportive Learning Environment					
High Levels of Family and Community Involvement					

**Part 1.2: Assurance to Retain Records from Needs Assessment and Analysis**

Check the gray box below to indicate that, as the authorized representative of the agency receiving these funds, you have read and agree with the assurance.

The LEA hereby assures OSSE that the LEA will retain all records related to the needs assessment and analysis for this school and will provide copies of those records to OSSE upon request.

**Part 1.3: Summary of Needs Identified Through LEA Analysis**

Provide a thorough description of the results of the needs assessment and analysis for this school/campus and link these results to the intervention selected for this school/campus.



**Part 4: Narrative Description of School Activities and LEA Services Proposed to be Funded by School Improvement Grant**

**Part 4.1: Describe in detail the activities the school/campus will implement as part of the selected school improvement activities.  
(to be funded from the amount listed in Cell I14)**

Blank area for narrative description.

<b>Part 4.2: Describe in detail the services this school/campus will receive from the LEA, if any. (to be funded from the amount listed in Cell J14)</b>

**Part 4.3: Proposed Pre-Implementation Activities**

Below, provide a detailed description of any proposed pre-implementation activities to be funded with this School Improvement Grant. Then, include associated budget details on the "B" and "C" tabs.

Blank area for providing a detailed description of proposed pre-implementation activities and associated budget details.

**Part 5: Capacity of LEA and School/Campus and Sufficiency of Funds to Implement Intervention**

**Part 5.1: Capacity to Fully and Effectively Implement the Selected School Improvement Activities**

The LEA must demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I school identified in this application in order to implement fully and effectively the selected school improvement activities in each of those schools. Below, the LEA must demonstrate this by describing elements of capacity

supporting this finding.	
<b>Number and Credentials of Staff Dedicated to Implementation</b>	
<b>Dedication of Other Funds to Directly Support Implemnetation</b>	
<b>Ability to Recruit New Principals for the Turnaround and Transformation Models or the Availability of EMOs to Enlist for the Restart Model</b>	
<b>Lack of Barriers and/or Evidence of Support from Teachers, the Board of Education, School Staff, and/or Parents</b>	
<b>Other Elements of Capacity</b>	
<p align="center"><b>Part 5.2: Sufficiency of Funds to Fully and Effectively Implement the Selected School Improvement Activities</b></p> <p align="center">The LEA must provide a separate narrative statement demonstrating that the amount of funds requested for this school/campus is sufficient to fully and effectively implement the selected school improvement activities. If the amount requested is less than \$500,000 for implementing either the turnaround, restart, or transformation model, this response will receive additional scrutiny. A budget request cannot be more than \$2 million for each year or \$6 million over three years.</p>	

**Part 5.3: Other Funds Dedicated to Implementation**

Below, provide a detailed description, with expected amounts, of any other sources of funds that will be dedicated to supporting implementation of the selected school improvement activities. This could include Title I, Part A funds; school improvement funds provided under Section 1003(a); local funds; or other funds.







**Category 2: Supplies and Materials**  
**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

**Category 3: Fixed Costs**  
**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

**Category 4: Contractual Services**

**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

**Category 5: Equipment, *defined as***

**"tangible personal property having a useful life of more than one year, not considered a supply, with an acquisition cost of \$5,000 or more per unit"**

**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

<b>Category 6: Other</b>
<b>Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.</b>

### School 1: Proposed Annual School Improvement Fund Budgets

Below, provide a full proposed budget to be funded from a 1003(g) School Improvement Grant for each of the next three school years. A budget request cannot be more than \$2 million for each year or \$6 million over three years. For performance years 2 and 3, if the school has made progress toward meeting annual goals, on the leading indicators, and/or toward full implementation of the selected school improvement activities, a renewal award will be made to the LEA for the school.















Part 3b: Proposed Budget for LEA Services to School for Performance Year #3 (from October 1, 2013 through September 30, 2014)							
		Budget Categories					Program Grand Totals
		Salaries and Benefits	Supplies and Materials	Fixed Property Costs (Rents & Utilities)	Contracted Professional Services	Equipment	
Program Categories	Instruction						\$ -
	Support Services						\$ -
	Administrative Costs						\$ -
	Operations and Maintenance						\$ -
	Transportation						\$ -
	Other						\$ -
<b>Budget Grand Totals</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**School 2: Proposed Plan for School Improvement**

**Below, name one school/campus that the LEA proposes to serve with 1003(g) funds and provide all requested information, including the school improvement activities selected. Use this worksheet to provide all required information regarding the needs of this school/campus and the plan for a school improvement intervention.**

Name of School/Campus	NCES ID Number for School/Campus	Tier		Total Amount of Funds Requested to Implement Chosen Intervention (from \$50,000 to \$2,000,000, multiplied by three years of the period of availability)	Of Total Amount, Amount of Funds to be Allocated to This School/Campus	Of Total Amount, Amount of Funds to be Used at the LEA Level to Provide Services to This School/Campus

**Part 1: School Needs Assessment and Analysis**

**Part 1.1: Results from Standard Needs Assessment and Analysis**

Based on the needs assessment and analysis for this school/campus, indicate the overall results for each of the Nine Characteristics of High Performing Schools below.

Dates During Which the Needs Assessment and Analysis Were Performed:

Nine Characteristics of High Performing Schools	Not At All Evident	Slightly Evident	Moderately Evident	Mostly Evident	Completely Evident
A Clear and Shared Focus					
High Standards and Expectations for all Students					
Effective School Leadership					
High Levels of Collaboration and Communication					
Curriculum, Instruction, and Assessments Aligned with State Standards					
Frequent Monitoring of Teaching and Learning					
Focused Professional Development					
A Supportive Learning Environment					
High Levels of Family and Community Involvement					

**Part 1.2: Assurance to Retain Records from Needs Assessment and Analysis**

Check the gray box below to indicate that, as the authorized representative of the agency receiving these funds, you have read and agree with the assurance.

The LEA hereby assures OSSE that the LEA will retain all records related to the needs assessment and analysis for this school and will provide copies of those records to OSSE upon request.

**Part 1.3: Summary of Needs Identified Through LEA Analysis**

Provide a thorough description of the results of the needs assessment and analysis for this school/campus and link these results to the intervention selected for this school/campus.



**Part 4: Narrative Description of School Activities and LEA Services Proposed to be Funded by School Improvement Grant**

**Part 4.1: Describe in detail the activities the school/campus will implement as part of the selected school improvement activities.  
(to be funded from the amount listed in Cell I14)**

Blank area for narrative description.

<b>Part 4.2: Describe in detail the services this school/campus will receive from the LEA, if any. (to be funded from the amount listed in Cell J14)</b>

**Part 4.3: Proposed Pre-Implementation Activities**

Below, provide a detailed description of any proposed pre-implementation activities to be funded with this School Improvement Grant. Then, include associated budget details on the "B" and "C" tabs.

[Empty text area for providing a detailed description of proposed pre-implementation activities and associated budget details.]

**Part 5: Capacity of LEA and School/Campus and Sufficiency of Funds to Implement Intervention**

**Part 5.1: Capacity to Fully and Effectively Implement the Selected School Improvement Activities**

The LEA must demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I school identified in this application in order to implement fully and effectively the selected school improvement activities in each of those schools. Below, the LEA must demonstrate this by describing elements of capacity

supporting this finding.	
<b>Number and Credentials of Staff Dedicated to Implementation</b>	
<b>Dedication of Other Funds to Directly Support Implemnetation</b>	
<b>Ability to Recruit New Principals for the Turnaround and Transformation Models or the Availability of EMOs to Enlist for the Restart Model</b>	
<b>Lack of Barriers and/or Evidence of Support from Teachers, the Board of Education, School Staff, and/or Parents</b>	
<b>Other Elements of Capacity</b>	
<p align="center"><b>Part 5.2: Sufficiency of Funds to Fully and Effectively Implement the Selected School Improvement Activities</b></p> <p align="center">The LEA must provide a separate narrative statement demonstrating that the amount of funds requested for this school/campus is sufficient to fully and effectively implement the selected school improvement activities. If the amount requested is less than \$500,000 for implementing either the turnaround, restart, or transformation model, this response will receive additional scrutiny. A budget request cannot be more than \$2 million for each year or \$6 million over three years.</p>	

[Empty table area]

**Part 5.3: Other Funds Dedicated to Implementation**  
Below, provide a detailed description, with expected amounts, of any other sources of funds that will be dedicated to supporting implementation of the selected school improvement activities. This could include Title I, Part A funds; school improvement funds provided under Section 1003(a); local funds; or other funds.







**Category 2: Supplies and Materials**  
**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**



**Category 3: Fixed Costs**  
**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

**Category 4: Contractual Services**

**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

**Category 5: Equipment, *defined as***

**"tangible personal property having a useful life of more than one year, not considered a supply, with an acquisition cost of \$5,000 or more per unit"**

**Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.**

Category 6: Other
Explain in detail which strategies or initiatives described in the plan for this school/campus are addressed by specific costs listed under this category in the budget.

**School 2: Proposed Annual School Improvement Fund Budgets**

Below, provide a full proposed budget to be funded from a 1003(g) School Improvement Grant for each of the next three school years. A budget request cannot be more than \$2 million for each year or \$6 million over three years. For performance years 2 and 3, if the school has made progress toward meeting annual goals, on the leading indicators, and/or toward full implementation of the selected school improvement activities, a renewal award will be made to the LEA for the school.













Part 3a: Proposed Budget for School Expenditures for Performance Year #3 (from October 1, 2013 through September 30, 2014)							
		Budget Categories					Program Grand Totals
		Salaries and Benefits	Supplies and Materials	Fixed Property Costs (Rents & Utilities)	Contracted Professional Services	Equipment	
Program Categories	Instruction						\$ -
	Support Services						\$ -
	Administrative Costs						\$ -
	Operations and Maintenance						\$ -
	Transportation						\$ -
	Other						\$ -
<b>Budget Grand Totals</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -





Office of the



State Superintendent of Education

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## **Persistently Lowest-Achieving Schools in the District of Columbia in 2010-2011**

The U.S. Department of Education issued guidance that all state education agencies must define the “persistently lowest-achieving schools” using the following definition:

Persistently lowest-achieving schools means, as determined by the state:

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

To identify the lowest-achieving schools, a state must take into account both

- (i) The academic achievement of the “all students” group in a school in terms of proficiency on the state’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
- (ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

For more information, see the U.S. Department of Education’s *Guidance on School Improvement Grants Under Section 1002(g) of the Elementary and Secondary Education Act of 1965* (<http://www.ed.gov/programs/sif/guidance-20091218.doc>).

OSSE created a definition for the persistently-lowest achieving schools in the District of Columbia that assigns points to every school in the District based on its standing with the following three elements: current year improvement status; overall growth in the percentage of students scoring proficient or above in the school from 2008 to 2010 in both reading/language arts and mathematics; and whether the percentage of students overall in the school scoring proficient or above is more than half the distance from the annual measurable objective (AMO) over a two- or three-year period in both reading/language arts and mathematics. OSSE added the points assigned to each school based on these data elements and ranked school based on total points. Per federal requirements, OSSE defined a “Tier I” and “Tier II” based on the definition above.

### **Tier I Schools**

In order to determine the number of schools that meet the definition of Tier I schools (as defined in (i) above), OSSE used the following method:

- There are 138 schools receiving Title I funds in the District of Columbia that are identified for improvement in the 2010-2011 school year.
- Five percent of that total is 7 schools. OSSE must identify the seven lowest-achieving Title I schools as the persistently lowest achieving.

- Any school that was identified as one of the persistently lowest-achieving Title I schools in 2009-2010 and that was served with School Improvement grant funds, is ineligible to be served in 2010-2011 and should be removed from the list.
  - OSSE assigned points to every public school in the city based on the following three factors. Points are awarded to all schools (a total of 90 point are available) and then schools are ranked based on total points. In this definition, the worst-case scenario would mean a school has 90 points.
1. Improvement status. Schools were assigned points based on the current year’s improvement status, which is an indicator that factors in persistence: schools in restructuring have missed AYP for six years.
    - 10 points if they are in improvement year 1;
    - 20 points if they are in improvement year 2;
    - 30 points if they are corrective action;
    - 40 points if they are in restructuring planning; or
    - 50 points if they are in restructuring implementation.
  2. Overall growth. Schools were assigned points if the aggregate percentage of students scoring proficient or above did not increase over a period of years, in both reading and mathematics (*i.e.*, lack of growth). This indicator is intended to give credit for schools that may be identified for improvement, not making adequate yearly progress, but that are improving student achievement.
    - 10 points if there was a decrease in reading from 2008 to 2010; and
    - 10 points if there was a decrease in mathematics from 2008 to 2010.
  3. Distance from the annual measurable objective (AMO). This measure combines a school’s overall proficiency rate with a persistence factor. Schools were assigned points based on whether the school has repeatedly had an overall percentage of students scoring proficient or above in reading or mathematics that is less than half the state’s AMO for that year. The AMO is the target a school needs to reach in order to make adequate yearly progress.
    - 5 points if the percentage proficient or above in reading is less than half the AMO for 2009 and 2010;
    - 5 points if the percentage proficient or above in reading is less than half the AMO for 2008, 2009, and 2010;
    - 5 points if the percentage proficient or above in mathematics is less than half the AMO for 2009 and 2010; and
    - 5 points if the percentage proficient or above in mathematics is less than half the AMO for 2008, 2009, and 2010.
- OSSE also identified any high school with a graduation rate less than 60 percent in the two most recent years.
    1. No school was identified in 2010-2011 that was not identified as being one of the persistently lowest-achieving in 2009-2010.

The following seven schools in the District of Columbia meet the definition of Tier I “persistently lowest-achieving” for the 2010-2011 school year, either for being one of the lowest-achieving five percent of Title I schools identified for improvement or for having a graduation rate below 60 percent in each of the two previous years:

**Lowest achieving 5 percent**

Stanton Elementary School  
 Garfield Elementary School  
 Kramer Middle School  
 Kelly Miller Middle School  
 Johnson Middle School

**Low graduation rate**

NA

School for the Arts in Learning PCS  
Savoy Elementary School

**Tier II Schools**

Each state is also required to define its Tier II schools that meet the definition outlined above in (ii). Currently, there are no secondary schools in the District of Columbia that are eligible for, but do not receive, Title I funds. All secondary schools are currently receiving Title I funds. As a result, there are no Tier II schools, as defined by the U.S. Department of Education.

In future years, should there be any Tier II schools, OSSE will identify the persistently lowest achieving Tier II schools, using the same procedure as outlined above for Tier I schools. Thus, at this time, since there are no Tier II schools, none have been turned around, restarted, closed, or transformed.

Questions may be addressed to Jeremy Grant-Skinner, Director of Teaching and Learning ([Jeremy.Grant-Skinner@dc.gov](mailto:Jeremy.Grant-Skinner@dc.gov)).

## OSSE School Improvement Grants: LEA Application Review Rubric

	Not Acceptable (0)	Conditionally Acceptable (1)	Fully Acceptable (2)
Item to be Completed	The application is not at all or only slightly responsive to this requirement. The response to this component of the application cannot be approved without significant revisions.	The application is moderately or mostly responsive to this requirement. The response to this component still does not meet requirements, so the application cannot be approved without revisions.	The application is fully responsive to this requirement. This component of the application is approvable.
<b>Applicant Information and Certification (Tab i)</b>			
Legal name of LEA provided			
Mailing address of LEA provided			
Main telephone number of LEA provided			
DUNS number provided, matching DUNS number on file			
Name of 1003(g) coordinator provided			
Title of 1003(g) coordinator provided			
Email address of 1003(g) coordinator provided			
Telephone number of 1003(g) coordinator provided			
CCR registration confirmed by answering "Yes"			
Total amount requested is no more than \$6M times the number of schools			
Name of board member or designee provided			
Title of board member or designee provided			
Certifying signature provided in scanned copy of application			
Name of PCS board member or designee provided			
Title of PCS board member or designee provided			
Certifying signature provided in scanned copy of application			
<b>Assurances (Tabs ii, iii)</b>			
All 1003(g) assurances checked			
All GEPA assurances checked			
Completed narrative portion for GEPA Section 427 requirement			
<b>Entire LEA: Consultation, Waiver, and Leading Indicators (Tab iv)</b>			
Consultation assurance is checked			
Details are provided for stakeholders who were consulted			
If waiver selected, schools are listed			
Number of minutes provided for school year 2009-2010 and school year 2010-2011 (or date when 2010-2011 data will be provided)			

Number and percentage of students completing advanced coursework provided for school year 2009-2010 and school year 2010-2011 (or date when 2010-2011 data will be provided)			
College enrollment rate provided for school year 2009-2010 and school year 2010-2011 (or date when 2010-2011 data will be provided)			
Distribution of teachers by performance level on LEA's teacher evaluation system provided for school year 2009-2010 and school year 2010-2011 (or date when 2010-2011 data will be provided)			
Teacher attendance rate provided for school year 2009-2010 and school year 2010-2011 (or date when 2010-2011 data will be provided)			

**Entire LEA: Capacity to Serve (Tab v)**

If not all Tier I schools to be served, Title I Director must meet with LEA staff			
If applicable, lack of capacity sufficiently demonstrated (or give 2 by default)			
Action plan for Action 2.1 is complete, allows intervention by August 2011			
Narrative for Action 2.1 is complete and provides sufficient detail			
Action plan for Action 2.2 is complete, allows intervention by August 2011			
Narrative for Action 2.2 is complete and provides sufficient detail			
Action plan for Action 2.3 is complete, allows intervention by August 2011			
Narrative for Action 2.3 is complete and provides sufficient detail			
Action plan for Action 2.4 is complete, allows intervention by August 2011			
Narrative for Action 2.4 is complete and provides sufficient detail			
Action plan for Action 2.5 is complete, allows intervention by August 2011			
Narrative for Action 2.5 is complete and provides sufficient detail			

**School 1: Proposed Plan for School Improvement (Tab 1A)**

All required information provided for the school at the top			
Recent dates of needs assessment and analysis provided			
Ratings given for all 9 characteristics			
Assurance for maintaining needs documentation is checked			
Narrative summary of needs is comprehensive and clear			
Selected intervention is reasonable given the identified needs			
Annual student achievement goals provided for reading			
Annual student achievement goals provided for math			
Goals for reading are appropriate			
Goals for math are appropriate			
Action plan for implementation covers full intervention period			
Action plan for implementation is complete with all required elements			
Action plan for implementation meets all requirements of the model			
Action plan for implementation includes pre-implementation plan			
Narrative of school activities is clear and comprehensive			
Narrative of LEA services is clear and comprehensive			
Narratives together meet all requirements of the intervention model			
LEA demonstrates capacity to fully and effectively implement intervention			
LEA demonstrates sufficiency of amount of funds to fully implement			
Narrative of other sources of funds is provided or NA			

**School 1: Explanations for Proposed Budget Items (Tab 1B)**

Part 1: All columns are complete for each individual listed			
Part 1: FTE % correlates with total amount listed			
Part 1: Description of responsibilities is clear			
Part 1: Personnel represent allowable uses of funds			
Part 2: Description of supplies and materials is thorough			
Part 2: Supplies and materials represent allowable use of funds			
Part 3: Description of fixed costs is thorough			
Part 3: Fixed costs represent allowable use of funds			
Part 4: Description of contractual services is thorough			
Part 4: Contractual services represent allowable use of funds			
Part 5: Description of equipment costs is thorough			
Part 5: Equipment costs represent allowable use of funds			
Part 6: Description of other costs is thorough			
Part 6: Other costs represent allowable use of funds			

**School 1: Proposed Annual Budgets (Tab 1C)**

The grand total matches what is requested on Tab i			
Total amount budgeted for salaries and benefits matches narrative			
Pre-implementation salaries and benefits are included in appropriate program categories			
Pre-implementation budget categories tie back to specific narrative descriptions			
Salaries and benefits are included in appropriate program categories			
All budget categories tie back to specific narrative descriptions			
The amounts for each of the 3 years are relatively consistent			
For LEA services, the amount is reasonable for services described in			
The amount requested is appropriate for the intervention selected			

**School 2: Proposed Plan for School Improvement (Tab 2A)**

All required information provided for the school at the top			
Recent dates of needs assessment and analysis provided			
Ratings given for all 9 characteristics			
Assurance for maintaining needs documentation is checked			
Narrative summary of needs is comprehensive and clear			
Selected intervention is reasonable given the identified needs			
Annual student achievement goals provided for reading			
Annual student achievement goals provided for math			
Goals for reading are appropriate			
Goals for math are appropriate			
Action plan for implementation covers full intervention period			
Action plan for implementation is complete with all required elements			

Action plan for implementation meets all requirements of the model			
Action plan for implementation includes pre-implementation plan			
Narrative of school activities is clear and comprehensive			
Narrative of LEA services is clear and comprehensive			
Narratives together meet all requirements of the intervention model			
LEA demonstrates capacity to fully and effectively implement intervention			
LEA demonstrates sufficiency of amount of funds to fully implement			
Narrative of other sources of funds is provided or NA			

**School 2: Explanations for Proposed Budget Items (Tab 2B)**

Part 1: All columns are complete for each individual listed			
Part 1: FTE % correlates with total amount listed			
Part 1: Description of responsibilities is clear			
Part 1: Personnel represent allowable uses of funds			
Part 2: Description of supplies and materials is thorough			
Part 2: Supplies and materials represent allowable use of funds			
Part 3: Description of fixed costs is thorough			
Part 3: Fixed costs represent allowable use of funds			
Part 4: Description of contractual services is thorough			
Part 4: Contractual services represent allowable use of funds			
Part 5: Description of equipment costs is thorough			
Part 5 Equipment costs represent allowable use of funds			
Part 6: Description of other costs is thorough			
Part 6: Other costs represent allowable use of funds			

**School 2: Proposed Annual Budgets (Tab 2C)**

The grand total matches what is requested on Tab i			
Total amount budgeted for salaries and benefits matches narrative			
Pre-implementation salaries and benefits are included in appropriate program categories			
Pre-implementation budget categories tie back to specific narrative descriptions			
Salaries and benefits are included in appropriate program categories			
All budget categories tie back to specific narrative descriptions			
The amounts for each of the 3 years are relatively consistent			
For LEA services, the amount is reasonable for services described in			
The amount requested is appropriate for the intervention selected			

**From:** Grant-Skinner, Jeremy (OSSE)  
**To:** "SWRIGHT@APREPACADEMY.ORG"; "dan@edops.org"; "rwilliams@appletreeinstitute.org"; "sfrancois@dcata.org"; "srichardson@dcata.org"; "rblickendorfer@dcata.org"; "mmclure@dcata.org"; "judyclay@comcast.net"; "jalarue@hotmail.com"; "bvb323@yahoo.com"; "four\_walls@verizon.net"; "yguzman@bridgespcs.org"; "akuuskraa@bridgespcs.org"; "osmith@bridgespcs.org"; "mreamer@ccpcs.org"; "operations@ccpcs.org"; "aherr@ccpcs.org"; "chernandez@carlosrosario.org"; "akokoros@carlosrosario.org"; "info@carlosrosario.org"; "dbarksdale@centercitypcs.org"; "bcopeland@centercitypcs.org"; "jbrown@centercitypcs.org"; "jeff.cooper@chavezschools.org"; "bryan.patten@chavezschools.org"; "susan.flora@chavezschools.org"; "IRASEMA.SALCIDO@CHAVEZSCHOOLS.ORG"; "sean.songer@chavezschools.org"; "studiommm@studioschool.org"; "tracie@studioschool.org"; "ashakigoodall@aol.com"; "rachelroberts@capcs.org"; "brendabethea@capcs.org"; "KENTAMOS@CAPCS.ORG"; "wperez@centronia.org"; "ewasow@centronia.org"; "sreddish@centronia.org"; "wscott@dcprep.org"; "dleahy@DCPREP.ORG"; "jeppson@dcprep.org"; "elawson@dcprep.org"; "kwang@dcprep.org"; "kflaherty@elhaynes.org"; "rameyer@elhaynes.org"; "jhenderson@elhaynes.org"; "jniles@elhaynes.org"; "jsmith@eagleacademypcs.org"; "sbaghel@eagleacademypcs.org"; "cpinkney@eagleacademypcs.org"; "rahasty@eagleacademypcs.org"; "ymenjivar@ecapcs.org"; "VEDWARDS@ECAPCS.ORG"; "lgoselin@evenstartdc.org"; "cmckay@evenstartdc.org"; "tbrown@acscca.net"; "amyd@ewstokes.org"; "erikab@ewstokes.org"; "LindaM@ewstokes.org"; "jsmith@excelpcs.org"; "KSAVAGE@EXCELPES.ORG"; "sgaillard@friendshipschools.org"; "aproctor@friendshipschools.org"; "tmaultsby@friendshipschools.org"; "pbrantley@friendshipschools.org"; "DHENSE@FRIENDSHIPSCHOOLS.ORG"; "alexis.johnson@imagineschools.com"; "daniel.hudspeth@imagineschools.com"; "chloe.marshall@imagineschools.com"; "Camille.Darden@imagineschools.com"; "ywang@hospitalityhigh.org"; "tgodbout@hospitalityhigh.org"; "UJayanthi@howardroadacademy.org"; "lhenderson@howardroadacademy.org"; "rgray@mosaicaeducation.com"; "ssimmons@howardroadacademy.org"; "TJohnson@howardroadacademy.org"; "shirley.martin@universitymiddleschool.org"; "yohance.maqubela@universitymiddleschool.org"; "SUE.WHITE@UNIVERSITYMIDDLESCHOOL.ORG"; "mtutt@hydedc.org"; "ahedman@hydedc.org"; "JACSON@HYDEDC.ORG"; "fevans7826@aol.com"; "clairdean.black@iapcs.com"; "GRUTHERFORD52085@AOL.COM"; "melissa.winters@imagineschools.com"; "jordan.scott@imagineschools.com"; "stacey.scott@imagineschools.com"; "development@ideapcs.org"; "director@ideapcs.org"; "candice.chung@kippc.org"; "irene.holtzman@kippc.org"; "jane.hoffman@kippc.org"; "edmund.han@kippc.org"; "SUSAN.SCHAEFFLER@KIPPC.ORG"; "susan@lambpcs.org"; "cristina@lambpcs.org"; "DIANE@LAMBPCS.ORG"; "ginak@layc-dc.org"; "rebecca@layc-dc.org"; "andrea@layc-dc.org"; "arthur@layc-dc.org"; "c.hoggard@mmbethune.org"; "l.mckay@mmbethunepcs.org"; "mvaavala@seeforever.org"; "pwinston@meridian-dc.org"; "dreed@meridian-dc.org"; "RBREEDLOVE@MERIDIAN-DC.ORG"; "jross@nationalprepc.org"; "rodriguezmitche@nationalprepc.org"; "juancarlos@layc-dc.org"; "yvette@layc-dc.org"; "julie@layc-dc.org"; "cbartley@nia-cpcs.org"; "srogers@nia-cpcs.org"; "SHook@optionsschool.org"; "DMONTGOMERY@OPTIONSSCHOOL.ORG"; "kspriggs@paulcharter.org"; "JDUNHAM@PAULCHARTER.ORG"; "bsteams@lighthouse-academies.org"; "rkelly@lighthouse-academies.org"; "jlolax@lighthouse-academies.org"; "rrichardson@lighthouse-academies.org"; "rofoegbu@msn.com"; "wwright@rootspcs.org"; "bthompson@rootspcs.org"; "tbunton@sailpcs.org"; "traciepowell@verizon.net"; "roffner@vsadc.org"; "lmiller@wysarts.org"; "tposey@seedschooldc.org"; "rbiwuoha@hotmail.com"; "rbaker@seedschooldc.org"; "maward@seedschooldc.org"; "CADAMS@SEEDSCHOOLDC.ORG"; "williamson@scpcs.org"; "JDUFRESNE@SCPCS.ORG"; "krowland@stcoletta.org"; "bgerrard@stcoletta.org"; "sralimo@stcoletta.org"; "business@theabowmanprep.org"; "MCOSENZA@THEABOWMANPREP.ORG"; "APARDO@TMAPCHS.ORG"; Kern, Josh (CONTACT); "umensabonsu@treeoflifepcs.org"; "NWILLIAMS@TREEOFLIFEPCS.ORG"; "srichardson@tworiverspcs.org"; "JWODATCH@TWORIVERSPCS.ORG"; "mcutts@latinpcs.org"; "smith@latinpcs.org"; "spearcy@latinpcs.org"; "lynn.castro@opsdc.net"; "sbrunet@wmstpchs.net"; "ndiagne@wmstpchs.net"; "maddae@wmstpchs.net"; "kstafford@wmstpchs.net"; "MHOLBROOK@WMSTPCHS.NET"; "denise@washingtoneyuying.org"; "fbrown@washingtoneyuying.org"; "MARY@WASHINGTONYUYING.ORG"; "jgoldman@wedjschool.us"; "nctorney@wedjschool.us"; "jdoarsinkfield@wedjschool.us"; "asimpson@wedjschool.us"

**Cc:** Branch, Laura (OSSE); OSSE Comments (OSSE)  
**Subject:** Notice of Proposed 1003(g) Waiver Request; Invitation for LEA Comments  
**Date:** Wednesday, January 12, 2011 2:41:00 PM  
**Attachments:** [1003\(g\) Proposed Waiver Request 01-11-11.pdf](#)  
[1003\(g\) Notice of Proposed Waiver Requests 01-11-11.pdf](#)  
**Importance:** High

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Dear LEA Representatives,

As OSSE prepares an application for Federal Fiscal Year (FFY) 2010 1003(g) School Improvement Grants (SIG) to the U.S. Department of Education, OSSE proposes to request two waivers of statutory requirements that the Department has invited. Please see the attached "Notice of Proposed Waiver Requests," along with a copy of the "Proposed Waiver Request." Note that these two waiver requests are the same as those that were approved as part of OSSE's FFY 2009 SIG application.

Note: this does not relate to 1003(a) school improvement funds.

OSSE invites comments from LEAs on these two proposed waiver requests. We will accept comments until noon on Monday, January 17.

All my best,  
Jeremy

Jeremy Grant-Skinner, J.D.  
Director, Teaching and Learning  
Elementary and Secondary Education  
Office of the State Superintendent of Education  
Government of the District of Columbia  
810 First Street NE, #5025B  
Washington, DC 20002  
202.724.2343 (Desk)  
202.368.3128 (Mobile)  
202.741.6412 (Main OSSE)  
[Jeremy.Grant-Skinner@dc.gov](mailto:Jeremy.Grant-Skinner@dc.gov)  
[www.osse.dc.gov](http://www.osse.dc.gov)

**Let us know how we're doing!**

**[http://www.surveymonkey.com/s/tal\\_feedback](http://www.surveymonkey.com/s/tal_feedback)**

*Please take a few minutes to tell us about the quality of service you received from the OSSE Teaching and Learning team during your recent experience with us.*

**From:**   
**To:** [Grant-Skinner, Jeremy \(OSSE\)](#)  
**Subject:** Re: Notice of Proposed 1003(g) Waiver Request; Invitation for LEA Comments  
**Date:** Thursday, January 13, 2011 9:11:05 AM  
**Importance:** High

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Hi Jeremy:

This looks really good. It will be interesting to see how many schools will be able to start over their school improvement process. SAIL will definitely be interested in applying if the waivers are approved. Thanks!

On 1/12/11 2:41 PM, "Grant-Skinner, Jeremy (OSSE)" <jeremy.grant-skiner@dc.gov> wrote:

Dear LEA Representatives,

As OSSE prepares an application for Federal Fiscal Year (FFY) 2010 1003(g) School Improvement Grants (SIG) to the U.S. Department of Education, OSSE proposes to request two waivers of statutory requirements that the Department has invited. Please see the attached "Notice of Proposed Waiver Requests," along with a copy of the "Proposed Waiver Request." Note that these two waiver requests are the same as those that were approved as part of OSSE's FFY 2009 SIG application.

Note: this does not relate to 1003(a) school improvement funds.

OSSE invites comments from LEAs on these two proposed waiver requests. We will accept comments until noon on Monday, January 17.

All my best,  
Jeremy

Jeremy Grant-Skinner, J.D.  
Director, Teaching and Learning  
Elementary and Secondary Education  
Office of the State Superintendent of Education  
Government of the District of Columbia  
810 First Street NE, #5025B  
Washington, DC 20002  
202.724.2343 (Desk)  
202.368.3128 (Mobile)  
202.741.6412 (Main OSSE)  
**Jeremy.Grant-Skinner@dc.gov**  
**www.osse.dc.gov**

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*Please take a few minutes to tell us about the quality of service you received from the OSSE Teaching and Learning team during your recent experience with us.*

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Call **911** to report in-progress threats or emergencies.

To learn more, visit <http://www.mpdc.dc.gov/operationstipp>  [<http://www.mpdc.dc.gov/operationstipp>](http://www.mpdc.dc.gov/operationstipp) .



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## OSSE NEWS

### OSSE Plans to Request Waivers Related to 1003(g) School Improvement Grants; Invites Comments from LEAs by January 17th

These waivers will affect LEAs that apply for and receive Section 1003(g) School Improvement Grants, along with the schools/campuses the LEAs serve with those funds. [Full Text](#)

### OSSE Extends the Public Comment Period for the Proposed Extended School Year Services and Special Education Transportation Services Policies

OSSE posts proposed Extended School Year Services and Special Education Transportation Services policies for public comment. [Full Text](#)

### OSSE Releases Data Collection Calendar

The OSSE Data Collection Calendar is intended to provide an overview of due dates for major LEA data submissions as well as other important data collection dates. [Full Text](#)

### OSSE Releases Guidance on Adjusted Cohort Graduation Rate Method

This guidance provides important information for LEAs as the District of Columbia moves to the adjusted cohort graduation rate method required by the US Department of Education. [Full Text](#)

### OSSE Releases the LEA Data Management Policy

This policy serves to clarify what is required of LEAs regarding data management to ensure valid, reliable and timely data collection and submission. [Full Text](#)

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OSSE's main office and several divisions have moved. OSSE's new address is:  
810 First Street, NE  
9th floor  
Washington, DC 20002  
View a list of all OSSE office locations.

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January 13, 2011

# OSSE Plans to Request Waivers Related to 1003(g) School Improvement Grants; Invites Comments from LEAs by January 17th

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In its upcoming 1003(g) School Improvement Grant application to the US Department of Education, the Office of the State Superintendent of Education proposes to request waivers of two statutory requirements. These waivers will affect LEAs that apply for and receive Section 1003(g) School Improvement Grants, along with the schools/campuses the LEAs serve with those funds. OSSE plans to apply for these waivers on behalf of all such LEAs in the District. If OSSE receives approval from the Department, LEAs will need to indicate their intention to implement one or both of the waivers as part of the LEA application for these funds, which will be released after OSSE receives approval of its SEA application.

The requests are to:

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds first made available in 2009 for the SEA and all of its LEAs to September 30, 2014.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

[Click here\\*](#) for the text of the full proposed waiver request.

### More Information About School Improvement Grants

School Improvement Grants made available under Section 1003(g) of the Elementary and Secondary Education Act will be used primarily to fund interventions in the District's persistently lowest achieving schools. While LEAs with other schools identified for improvement, corrective action, or restructuring may later apply for awards if sufficient funds are available, only LEAs with one or more persistently lowest achieving schools will be eligible to apply in Phase I. Additional information regarding School Improvement Grants made available under Section 1003(g) of the Elementary and Secondary Education Act can be found at <http://www.ed.gov/programs/sif/index.html>.

### Comments

LEAs wishing to comment on these proposed waiver requests should submit their comments in writing to [osse.comments@dc.gov](mailto:osse.comments@dc.gov) by noon on Monday, January 17, 2010. Any comments submitted will be included, without identifying information, in the District's School Improvement Grant application to the U.S. Department of Education. Comments submitted at or after 12:01 pm on Monday, January 17, will not be considered or included.

For additional information on these planned waiver requests, please contact Jeremy Grant-Skinner at (202) 724-2343 or via email at [jeremy.grant-skinner@dc.gov](mailto:jeremy.grant-skinner@dc.gov).

\* This document is presented in Portable Document Format (PDF). A PDF reader is required for viewing. [Download a PDF Reader](#) or [Learn More About PDFs](#).

TEXT OF PROPOSED REQUEST TO THE U.S. DEPARTMENT OF EDUCATION  
FOR SCHOOL IMPROVEMENT GRANT-RELATED WAIVERS

**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** 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** The District of Columbia 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** The District of Columbia 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.