

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Georgia Department of Education</p>	<p>Applicant's Mailing Address: 2062 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta, GA 30334</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Clara J. Keith</p> <p>Position and Office: Deputy Superintendent for Policy & External Affairs</p> <p>Contact's Mailing Address: 2062 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta, GA 30334</p> <p>Telephone: 404-651-7562</p> <p>Fax: 404-656-0966</p> <p>Email address: ckeith@doe.k12.ga.us</p>	
<p>Chief State School Officer (Printed Name): Brad Bryant</p>	<p>Telephone: 404-651-7277</p>
<p>Signature of the Chief State School Officer: X </p>	<p>Date: December 3, 2010</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Georgia



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



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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

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

Paper Submission:

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

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

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

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

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

FY 2010 Application Instructions

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

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

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

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

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

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Georgia Department of Education	Applicant's Mailing Address: 1566 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta, GA 30334
State Contact for the School Improvement Grant Name: Sylvia Hooker Position and Office: Deputy Superintendent for School Turnaround Contact's Mailing Address: 1566 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta, GA 30334 Telephone: 404-232-1357 Fax: 404-656-0966 Email address: shooker@doe.k12.ga.us	
Chief State School Officer (Printed Name): Brad Bryant	Telephone: 404-651-7277
Signature of the Chief State School Officer: X	Date: December 3, 2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

FY 2010 Application Checklist

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

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

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

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

SECTION A: ELIGIBLE SCHOOLS	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input checked="" 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 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 checked="" 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	
SECTION B: EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

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

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

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

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

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

<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009	<input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010
<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <p><input type="checkbox"/> 1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.</p> <p style="padding-left: 40px;"><input type="checkbox"/> 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.)</p> <p><input type="checkbox"/> 2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.</p> <p><input type="checkbox"/> 3. SEA elects to generate new lists. Lists submitted below.</p>	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <p><input checked="" type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.</p>

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

Definition of Lowest Achieving Schools Used to Develop School Tier Lists
 For the purpose of this application, the term “persistently lowest-achieving schools” are schools falling into a Tier classification that is described as follows:

Tier I Schools: Any Title I school in improvement, corrective action, or restructuring that:

- (1) Is among the lowest-achieving 5 percent of those schools in the State (or the lowest-achieving five such schools) or
- (2) Is a high school that has a three-year average graduation rate less than 60 percent.

Calculations to identify Tier I schools were based on:

- (1) 2010-11 Title I schools in improvement, corrective action, and restructuring.
- (2) Proficiency based on combined scores for Reading/English Language Arts and Mathematics for all students.
- (3) Proficiency combined with lack of progress in academic achievement over a two-year period (2009 and 2010) for all students in Reading/English Language Arts and Mathematics combined.
- (4) A three-year average (2008, 2009, and 2010) graduation rate less than 60 percent.
- (5) Lowest-achieving schools chosen from the lowest to highest proficiency rates stopping at 5 percent.

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

- (1) Is among the lowest-achieving 5 percent of such secondary schools in the State (or the lowest-achieving five such secondary schools) or
- (2) Is a high school that has a three-year average graduation rate less than 60 percent.

Calculations to identify Tier II schools were based on:

- (1) 2010-11 list of schools eligible for but not receiving Title I funds.
- (2) Proficiency based on combined scores for Reading/English Language Arts and Mathematics for all students.
- (3) Proficiency combined with lack of progress in academic achievement over a two-year period (2009 and 2010) for all students in Reading/English Language Arts and Mathematics combined.
- (4) Three-year average (2008, 2009, and 2010) graduation rate less than 60 percent.
- (5) Lowest-achieving schools chosen from the lowest to highest proficiency rates stopping at 5 percent.

Tier III Schools: Any Title I school in improvement, corrective action, or restructuring that is not a Tier I or a Tier II school.

The Single Percentage Method will be used in calculating academic achievement in terms of proficiency, and the Lowest-Achieving Over Multiple Years method will be used in determining whether a school has demonstrated a lack of progress over a number of years. Weights based on school type - elementary (1.0), middle (.50), high (.25) - will also be applied in the proficiency calculation. Such weights are multiplied by the rate derived as a result of the proficient rate for 2010 plus the lack of progress calculation. The resulting product is used in ranking the schools to determine the lowest achieving 5 percent.

Academic progress is defined as improving proficiency levels on state assessments in the “all students” group by a significant amount (5-10 percent) over prior year levels.

SIG guidance defines secondary school as “a school that provides “secondary education, as determined under State law, except that the term does not include any education beyond grade

12.” While Georgia law doesn’t provide a definition for a secondary school, the operational definition of secondary school has been any school with the combination of grades 9-12.

The SEA did not identify any newly eligible schools as a result of the January 2010 final requirements.

Georgia’s definition for “persistently lowest performing schools” will be located on the following GaDOE web addresses:

<http://public.doe.k12.ga.us/stimulus.aspx>

http://www.gadoe.org/tss_title.aspx

http://www.gadoe.org/tss_school.aspx

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

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

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

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

EXAMPLE:

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

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

EXAMPLE:

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

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

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

B. EVALUATION CRITERIA:

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

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

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

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

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

Part 1:

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.

SEA Criteria for Evaluation Process

The SEA will use the following criteria to evaluate the analysis of data requested within the LEA application for a School Improvement Grant (SIG).

- The LEA must complete for each school identified to be served, a School Profile (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile).
- If available, the LEA should provide the "Target Areas for Improvement" of a Georgia Assessment of Performance on School Standards (GAPSS) review completed within the last two years.
- The LEA is to provide a narrative describing the outcomes of analyzing the data collected from the appropriate documentation. The narrative must show a direct correlation to the data analyzed and the rationale for the selection of the specific intervention model selected by the LEA.

Elementary/Middle School Profile Requirements

School profiles will include historical data of each identified elementary/middle school's:

- AYP status.
- AYP targets the school met.
- AYP targets the school missed.
- School improvement status.
- Number of days within the school year.
- Number of minutes within the school day/year.
- Percentage of limited English proficient students who attain English language proficiency.
- Dropout rate.
- Student attendance rate.
- Number of discipline incidents.
- Number of truants.
- Teacher attendance rate.
- Distribution of teachers by performance level as designated on the LEA's Teacher evaluation system.
- Percentage of students (by subgroups) in grades 3 through 8 who met or exceeded the annual measurable objective (AMO) proficiency levels in Reading, English Language Arts (ELA), and Mathematics on the Criterion-Referenced Competency Test (CRCT).

- Average scale scores in Reading, English Language Arts, and Mathematics for students (by subgroups) in grades 3 through 8 taking the CRCT.

High School Profile Requirements

School profiles for each identified high school, will be all of those elements included for the elementary/middle school data listed above, with the exception of the CRCT assessment data, and will also include:

- Graduation rates.
- College enrollment rates.
- Number of teachers on staff.
- Number of teachers evaluated.
- Percentage of students completing advanced coursework, early-college high schools, or dual enrollment classes.
- Distribution of teachers by performance level as designated on the LEA’s teacher evaluation system.
- Percentage of students (by subgroups) in grade 11 who met or exceeded the AMO proficiency levels in ELA and Mathematics on the Georgia High School Graduation Test (GHS GT).
- Percentage of students passing the Mathematics I and II, ELA: Ninth Grade Literature and Composition, and American Literature and Composition End of Course Tests (EOCTs).
- Average scale scores on the Mathematics and ELA assessments listed above.

GAPSS Criteria for Evaluation Process (if utilized)

The GAPSS is a formalized process to assess a school’s implementation of Georgia School Standards. Georgia School Standards define the eight strands for effective schools – curriculum, assessment, instruction, planning and organization, student, parent and community involvement, professional learning, leadership, and school culture. Rubrics to assess the school’s level of implementation are included for each standard to help each school identify its current performance in relation to the standard, identifying strengths, and determining areas for growth. For the purpose of this grant, the LEAs must indicate what entity conducted the GAPSS and provide for SEA review, at least, the “Target Areas for Improvement” section, which identifies priority areas that should guide the school reform process and intervention model selected.

Process for SEA Data Review

SEA School Improvement Leaders will review the LEA needs assessment documentation and narrative and determine if the LEA application meets the required criteria. The assessment must include a variety of data collected and analyzed, but as a minimum requirement the LEA must have completed a School Profile for each school it plans to serve. If process, demographic, and/or perception data are referenced in the narrative, summary reports must be attached to the application. Reviewers of the LEA application will evaluate:

- Data collected.
- Who analyzed the data.
- Whether a collaborative effort is evidenced in the analysis.
- Whether the analysis is an ongoing process and supports the intervention model

selected.

- Whether the data supports professional learning efforts.
- Use of common assessments.
- Whether the analysis supports the chosen intervention model for the school to be served.

An LEA application rubric (Attachment 6: Rubric) and checklist (Attachment 5: Checklist) will be used in this review process. In the event any concept assessed by the Application Rubric is rated “Not Evident” or “Needs Revision”, the LEA application will be returned for revision. If the LEA chooses not to submit an amended application or requested revisions, then the LEA may reapply for the SIG Grant in the next funding cycle. LEAs will have two weeks from the date of the notice for revision in which to submit a revision.

- (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.

The SEA will determine if the LEA has demonstrated it has the capacity to use SIG funds to provide adequate resources and related support in order to implement fully and effectively the selected intervention model by evaluating the LEA’s assessment of:

- Current staff knowledge of specific subject matter content and effective instructional strategies.
- Appropriate classroom facilities.
- Technology resources.
- Additional funding sources.
- Leadership staff knowledge of working collaboratively and leading a faculty through an effective change model.
- Its ability to recruit new principals to implement turnaround or transformation models.
- The availability of Charter Management Organizations (CMO) or Education Management Organizations (EMO) to the LEA.
- The commitment of its school board to eliminate barriers with respect to the implementation of intervention models.
- Community and organizational support and partnerships.

The SEA will make available tools such as a Capacity Factor Chart, a Restructuring Team Checklist, and a chart for Selecting Turnaround Leaders to assist the LEA in evaluating capacity. These tools are attached to the LEA application. (Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, Attachment 7c: Selecting Turnaround Leaders)

- (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).

The Georgia Department of Education will provide technical assistance to LEAs prior to the submission of budgets in order to ensure that SIG funds will be used for the intended purpose and that submitted budgets will be of sufficient size and scope to implement the selected intervention model with fidelity.

Process for Budget Review

The SEA will review LEA Application budgets for the following elements:

- Allowable expenditures necessary to conduct the activities and provide strategies required for the appropriate intervention model. Such expenditures will include:
 - Personnel.
 - Instructional improvement initiatives.
 - Technology (hardware/software).
 - Job-embedded professional learning and development.
 - Appropriate books.
 - Extended learning programs.
 - Hiring external consultants.
 - Any other allowable expenditures as defined by the chosen intervention model.
- LEA budget for expenditures covering a three-year comprehensive period, renewable annually based on the individual school's performance.
- Evidence that expenditures are sufficient for the number of schools served.
- LEA budget does not exceed the maximum funding allowed per school.

Upon notification of the approval of an LEA application and budget by the SEA, a list of potential LEAs will be forwarded to the Georgia State Board of Education for final approval. Once the LEAs have been state board approved, each LEA will submit its budget electronically through a Consolidated Application for final review and approval by the SEA School Improvement Fiscal Analysts. This electronic format provides for a complete description of each anticipated expenditure by function and object codes, as well as required assurances and will be electronically approved by the LEA Superintendent. An additional internal control for the SEA is that at the end of the fiscal year, LEAs will be required to submit a completion report and the report will be compared with the approved budget. The School Improvement Specialists and Fiscal Analysts will also be monitoring the expenditures of funds at the LEA level throughout the year and will be reviewing purchase orders, personnel records, time and attendance logs, and budget analysis reports. The GaDOE follows the fiscal year, July 1 through September 30 for the initial funding period of federal funds; and, in addition, follows the Tydings Amendment to allow grantees an additional 12 months for fund use. The SEA is applying, through this application, for a state waiver to allow for an extension of the availability period for the use of SIG funds to be extended through September 30, 2012.

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.

Process the SEA will use for Determining Qualification of Schools Requested to be Served in the LEA Application

- Tier I: The SEA will compare the schools to be served in the LEA Application with the schools eligible for Tier I as determined by the SEA.
- Tier II: The SEA will compare the schools to be served in the LEA Application with the schools eligible for Tier II as determined by the SEA.
- Tier III: The SEA will compare the schools to be served in the LEA Application with the school eligible for Tier III as determined by the SEA.

SEA Process for Reviewing LEAs Implementation of Intervention Model

The SEA has developed a checklist and rubric to evaluate the LEA application.

(Attachment 5: Checklist and Attachment 6: Rubric)

Step 1: LEAs will apply to serve schools designated as Tier I, Tier II, or Tier III on the SEA rank order list. The LEA will provide documentation of the process used to determine the schools they plan to serve.

Step 2: For schools designated within the LEA application as Tiers I and II, the LEA must choose one of the four designated intervention models defined in this application (Appendix A). School Improvement Specialists will review the strategies and timelines for the chosen intervention to be implemented by each Tier I and Tier II school.

Step 3: For each Tier III school, the SEA will review the services the LEA will deliver to the school and the activities that the school will implement. Strategies must be scientifically research-based and designed to address the specific needs of the school.

A Tier III school does not have to implement one of the four designated intervention models, but the LEA will have to demonstrate capacity to serve the school and be prepared to implement thoughtful interventions and support in the school.

Step 4: The SEA will assess the alignment between the LEA's intervention plan and its budget and cross check with specific needs determined for each school.

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

SEA Assessment of the LEA Process for Selecting Charter School Operator, Charter Management Organization (CMO), Education Management Organization (EMO), or other external providers that may offer services as an aid in implementing the chosen intervention model.

Georgia supports charter school creation as a critical component in the State's efforts to maximize access to a wide variety of high-quality educational options for all students

regardless of disability, race, or socioeconomic status, including those students who have struggled in a traditional public school setting. The State proactively encourages charter school development with 121 currently approved charter schools and has no charter school cap. Schools may receive a charter through the LEA, State, or State Charter Commission. External providers offering professional development, instructional improvement strategies, or other services that could assist schools in implementing the chosen intervention model with fidelity will also follow an LEA selection process that will be assessed by the SEA. In order to ensure the quality of any external provider chosen by the LEA, the SEA will assess the LEA process for:

- Developing a written policy and procedure for selecting external providers and utilizing the process.
- Demonstrating that it has used a rigorous selection process to choose external providers, which will include:
 - A Public Notice of Intent process.
 - An assessment of the applicant provider's knowledge of, skill with, and success rate related to the intervention model selected.
 - A thorough review of each applicant's administrative, organizational structure, legal, and financial perspectives.
 - Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.
- Including stakeholders such as parents and community groups throughout the entire process.
- Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management or external provider contracting function.
- Demonstrating flexibility in removing barriers for the providers.
- Clarifying the roles for the school provider and LEA that will be a part of the contract.
- Ensuring that the LEA's central office staff will support successful implementation of the contract.
- Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment.
- Establishing clear goals and closely monitoring school performance.
- Establishing a clear timeframe for measuring gains in student achievement.
- Defining a process for cancelling the contract and restructuring when a contract provider is not successful.

(3) Align other resources with the interventions.

The SEA will assess the LEA's plan to align other resources with interventions for:

- Strategies that focus on the individual school's student achievement needs.
- Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school.
- Providing job-embedded professional learning for teachers.
- Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.

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

The SEA will assess the LEA's plan to modify practice and policy that will allow for the implementation of the chosen intervention with fidelity. The LEA plan should include how it will:

- Review local board policies which would restrict a school's ability to implement requirements of the intervention models for Tier I and Tier II schools.
- Ensure that the LEA's central office staff will support successful implementation of the interventions and school improvement strategies.
- Demonstrate flexibility in removing barriers that will interfere with the intervention models selected.

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

The SEA will assess the LEA plan for:

- Developing a timeline for continued implementation of the intervention strategies.
- Measuring progress and adjusting strategies that have not proven to be effective.
- Aligning funds to continue supporting successful intervention efforts and progress.
- Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.

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

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

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

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

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

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

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

The Georgia Department of Education will provide technical assistance to LEAs prior to the submission of budgets in order to ensure that SIG funds will be used for the intended purpose, and that the budget submitted for the first year covers full and effective implementation through the duration of the 2011-2012 school year, in addition to preparatory activities carried out during the pre-implementation period.

The SEA will review the LEA proposed budget for the following elements:

- The first year budget includes funds to cover preparatory activities carried out during the pre-implementation period.
- The funds for the first year cover full and effective implementation through the duration of the 2011-2012 school year, in addition to preparatory activities carried out during the pre-implementation period

(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?

Using Section J of the FY 2010 SIG Guidance, the SEA will evaluate the LEA's proposed

activities to ensure that the pre-implementation activities:

- Are reasonable and necessary
- Are allowable
- Directly related to the full and effective implementation of the model selected by the LEA
- Address the needs identified by the LEA
- Advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools
- Adequately prepare the school and district leaders to effectively and fully implement the selected model

If the proposed activities are not allowable or sufficient to adequately prepare the school and community to fully and effectively implement the selected model, the SEA will provide additional technical assistance to ensure that all criteria for the pre-implementation activities are met.

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.

The Georgia Department of Education will utilize a rubric (Attachment 6: Rubric) to determine if an LEA lacks capacity to implement a school intervention model in each Tier I school. The following guidelines will be used to determine an LEA's lack of capacity.

Criteria to Evaluate LEA's Lack of Capacity to Serve All Schools

1. Is there evidence of past failures of the LEA to support school improvement initiatives?
2. Is there evidence that the LEA has diligently worked to implement, support and monitor such initiatives as standards-based classrooms, data rooms, and appropriate assessment practices?
3. Is there a School Improvement Specialist working in the LEA?
4. If yes, has the LEA demonstrated support of the School Improvement Specialist's efforts?
5. Is there a person at the LEA level that has been hired to work specifically with school improvement efforts?

6. Is there evidence that the LEA has required specific school improvement initiatives of all schools? (Examples include, but are not limited to, implementation of the Georgia School Standards, GAPSS reviews in many or all schools, analysis of high impact practices shown in the Georgia's Implementation Resource Guide, functional leadership teams in all schools, and LEA representation on all leadership teams).

Steps the SEA Will Take if it Determines an LEA has More Capacity Than it Demonstrates in its SIG Application

1. The SEA will notify the LEA of the SEA's decision and require the LEA to submit an amended application or provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. If the LEA chooses not to submit an amended application or requested revisions, then the LEA may reapply for the SIG Grant in the next funding cycle.
3. LEAs will have a two-week time period in which to submit an amended application.

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.

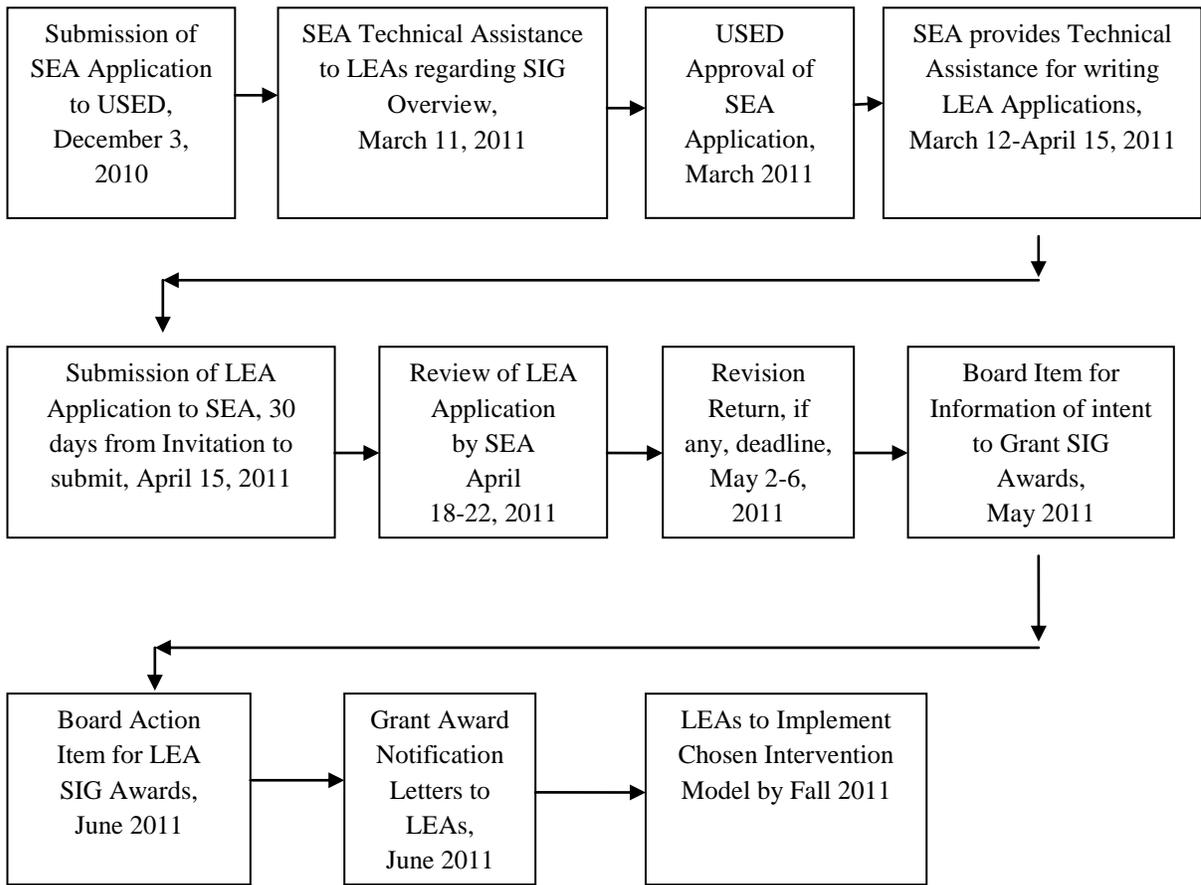
Insert response to Section D (Part 1) Timeline here:

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

SEA Grant Award Process

According to the School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), Title I School Improvement Grant Funds must be allocated to local educational agencies for schools identified for needs improvement, corrective action, or restructuring. For the purpose of the SIG, the schools to be served will be identified as Tier I, Tier II, or Tier III, as defined by this application. The SEA will give priority to LEAs that apply to serve Tier I and Tier II schools. The SEA will not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the state that its LEAs commit to serve and that the SEA determines its LEAs have the capacity to serve. The LEA application will be reviewed and funding will be based on schools with greatest needs and a school's ability to demonstrate the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. The annual grant award process consists of identifying Tier I, Tier II, and Tier III schools for the grants, reviewing LEA applications for funding, determining the award amount, submitting the proposed grants to the State Board of Education (SBOE) for approval, and notifying grantees of awards following SBOE approval.

Timeline of the Grant Award 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.³

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

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

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

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

SEA Process for Reviewing LEA Annual Goals

The SEA will review the LEA applications and determine if the Tier I and Tier II schools' identified annual goals for student achievement reflect current achievement data and show a reduction in the percentage of students that are non-proficient on Reading, English Language Arts, and Mathematics assessments by a significant amount (between 5-10 percent) over the prior year while moving closer to meeting the State's AMOs.

School Improvement Specialists and State Directors will continue to review the Tier I and Tier II schools' identified annual goals for student achievement to determine if progress towards those goals is sufficient. In the event that progress is not sufficient, LEAs will have the opportunity to identify areas in which they need support from the SEA and amend their application to reflect changes that will assist the LEA in being more successful. Consultation between the LEA and SEA will result in agreed upon changes that should be reflected in the school improvement plan established to aid progression toward annual goals. Such consultation will take place after the first determination of the schools disaggregated test data is available for review. (Approximate date: June of each year)

If an LEA does not identify areas in which it needs SEA support and/or after consultation with the SEA, it does not amend its application to reflect changes needed to bring about significant improvement toward meeting its annual goals, then the recommendation to the State Board of Education by the SEA will be to non-renew the LEA grant for subsequent years.

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

SEA Process for Reviewing LEA Annual Goals

The SEA will review the LEA applications and determine if the Tier III schools' identified annual goals for student achievement reflect current achievement data and show a reduction in the percentage of students that are non-proficient on Reading, ELA, and Mathematics assessments by a significant amount (between 5-10 percent) over the prior year while moving closer to meeting the State's AMOs.

School Improvement Specialists and State Directors will continue to review the Tier III schools' identified annual goals for student achievement to determine if progress towards those goals is sufficient. In the event that progress is not sufficient LEAs, will have the opportunity to identify areas in which they need support from the SEA and amend their application to reflect changes that will assist the LEA in being more successful. Consultation between the LEA and SEA will result in agreed upon changes that should be reflected in the school improvement plan established to aid progression toward annual goals. Such consultation will take place after the first determination of the schools disaggregated test data is available for review. (Approximate date: June of each year)

If an LEA does not identify areas in which it needs SEA support and/or after consultation with the SEA, it does not amend its application to reflect changes needed to bring about significant improvement toward meeting its annual goals, then the recommendation to the State Board of Education by the SEA will be to non-renew the LEA grant for subsequent years.

- (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.

Title I School Improvement Grant budgets and program intervention implementation will be monitored by School Improvement Specialists during regularly scheduled compliance reviews. These scheduled compliance reviews will be through Monitoring Teams onsite visits conducted through the School Improvement Division. The onsite monitoring process will be as follows:

- Selection of LEAs to be Monitored

All LEAs receiving grant monies through the School Improvement Grants section 1003(g) of the Elementary and Secondary Education Act (ESEA) will be monitored quarterly. In addition, onsite monitoring outside of the scheduled cycle will be conducted as needed if an LEA demonstrates serious or chronic compliance problems. The LEAD School Improvement Specialist will conduct additional monitoring meetings as frequently as necessary to address chronic compliance problems. Monitoring meetings include the school principal and leadership team, district level personnel responsible for the SIG school, the School Improvement Specialist assigned to the school, and the Lead School Improvement Specialist. The School Improvement Specialists and Fiscal Monitoring teams must follow the Division protocol when conducting an onsite monitoring of an LEA. A copy of all monitoring documentation will be maintained with the SEA.

Risk assessment will be determined based on the quarterly Program Monitoring form to be completed by the Lead School Improvement Specialist, the three Short-term Action Plan (STAP) forms completed by the Lead School Improvement Specialist and the School Improvement Specialist, the ARRA 1512 quarterly report, the monthly meetings with Lead School Improvement Specialists, and GaDOE staff in which the progress of each SIG school is evaluated, the effective implementation of professional learning strategies, the SIG conferences, and student achievement results as measured by state testing. The SIG budget analyst will do a quarterly desk audit of the ARRA 1512 quarterly report and notify the GaDOE Division Director for SIG of any irregularities or concerns. These concerns will be addressed during the scheduled monitoring meetings.

- Onsite Monitoring Team

There are two onsite Monitoring Teams. Program monitoring is done by the School Improvement Specialist and Lead School Improvement Specialist assigned to the school. Fiscal monitoring is done by two School Improvement Specialists who are not assigned to the school and the SIG budget analyst.

- Preparation Prior to the Onsite Visit

1. Training and technical assistance are provided for LEA personnel prior to an onsite visit. The training is scheduled during the summer or fall prior to the first onsite monitoring visit. Training includes an explanation of how the Monitoring Instrument will be applied during the onsite visit.
2. One member of the Monitoring Team, the Lead School Improvement Specialist, and the LEA Title I Coordinator arrange a date for the onsite monitoring visits.
3. The Lead School Improvement Specialist provides written notification of the visit to the LEA Superintendent with a copy to appropriate program coordinators. The notification includes the purpose, date, and time of the visit, and a copy of the Monitoring Instrument.
4. The LEA prepares documentation for each of the components on the monitoring checklist prior to the visit. The LEA may solicit technical assistance from the School Improvement Specialist and Lead School Improvement Specialist regarding appropriate documentation for monitoring prior to the visit.

- Onsite Monitoring Visit

1. The onsite visit typically lasts for one to two days. During the visit, the team reviews documentation and interviews the LEA staff and other stakeholders. After the onsite visit is completed, the team members follow up with additional contact if necessary.
2. The Lead School Improvement Specialist is responsible for ensuring that each LEA is asked to report any fraudulent activities occurring in the program and whether or not the LEA has been asked to participate in any fraudulent activities for the program.

- Monitoring Feedback and Follow up

1. Monitoring Report: Evaluation results and ratings for the program monitoring are discussed during the monitoring meetings with the School Improvement Specialist assigned to the school and the Lead School Improvement Specialist. A report is provided to the LEA and the school immediately following the visit. After the fiscal onsite monitoring visit, the Monitoring Team members discuss items ratings and develop the final report after the team reaches consensus. The SEA provides this comprehensive monitoring report to the LEA within 30

business days of the onsite visit. The report is sent to the LEA Superintendent and the Title I Coordinator. The report contains recommendations, findings, and required actions that together provide an analysis of the implementation of:

- Title I, School Improvement 1003(g) (Regular).
- Title I, School Improvement 1003 (g) (ARRA).

All LEAs must follow ARRA 1512 quarterly reporting requirements and cash management procedures.

- The fiscal monitoring team discusses item ratings and develops the final report after the team reaches consensus.
 1. LEA Response: Upon receipt of the final report from the SEA, the LEA has 30 business days to respond to any required actions. When the budget analyst determines that the response indicates that the LEA has taken steps to ensure full compliance in the identified areas, the budget analyst ensures that notice is sent to the LEA approving the proposed corrective actions.
 2. LEA Corrective Action: The Lead School Improvement Specialist and budget analyst monitor the implementation of the timeline of the LEA corrective actions and recommend appropriate alternatives if strategies are not implemented in a timely manner. Any LEA failing to correct deficiencies outlined in the LEA written corrective Action timeline are subject to a delay of funds until corrections are made.
 3. Report analysis: the SEA maintains a database of all site visit reports by monitoring cycle. Summary analyses of the findings, recommendations, and commendations from the reports provide a more complete picture of implementation, and inform efforts to provide leadership activities and technical assistance to the LEA.
- School Improvement Specialists
School Improvement Specialists and Lead School Improvement Specialists assigned to schools will work with the schools to ensure that the schools remain on schedule in implementing the intervention plan models with fidelity. A monitoring form aligned to the sections of the grant application and a Short-term Action Plan (STAP) will be utilized for the program monitoring process. The STAP is a 45-60 day action plan the LEA will use to describe the actions being taken to track intervention implementation progress and allows for changes to be made to ensure success.

- (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.

The SEA will review each LEA application to ensure the application is complete. The SEA will give priority consideration to schools based on the quality of the application as measured by the Rubric (Attachment 6) and Checklist. (Attachment 5). The SEA will follow the rank order determined by the identification of the Tier I, Tier II and Tier III schools based on

proficiency level, lack of progress, and graduation rate. Tier III schools will only be served if the SEA has already awarded funds for all Tier I and Tier II schools across the state that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve. Priority will be based on greatest need, as determined by Tier classification; and, the strongest commitment to utilize the funds for supporting implementation of the designated intervention model, as determined by capacity, needs analysis, and support to remove barriers for success.

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

- Level of NI consequence.
- Progress demonstrated toward State’s AMOs.
- LEA support.
- Willingness to commit funding and resources.
- Capacity to support identified needs.
- Number of personnel and their qualifications.
- Clearly defined plan with specific targets.
- Identification of needed changes.
- Evaluation of strategies.
- Alignment of budget to plan.

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

The SEA will not take over any school in Georgia.

The *Official Code of Georgia Annotated, (OCGA) Section 20-2-50* states,

“Each county of this state, exclusive of any independent school system in existence in a county, shall compose one school district and shall be confined to the control and management of a county board of education, except to the extent that area school systems are created pursuant to Article VIII, Section V, Paragraph I of the Constitution of Georgia.”

The *Georgia State Constitution, Article VIII, Section 5, Paragraph II*, states,

“Each school system shall be under the management and control of a board of education, the members of which shall be elected as provided by law.”

While the authority over Georgia schools is designated to the local boards of education, the State Board of Education is given oversight authority in *OCGA 20-2-240 (a)*, which states,

“...The State Board of Education shall establish and enforce standards for operation of all public elementary and secondary schools and local units of administration in this state so as to assure, to the greatest extent possible, equal and quality education programs, curricula, offerings, opportunities, and facilities for all of Georgia’s children and youth and for economy and efficiency in administration and operation of public schools and local school systems throughout the state. The state board shall have the power to perform all duties and to exercise all responsibilities vested in it by

provisions of law for the improvement of public elementary and secondary education in this state, including actions designed to improve teacher and school effectiveness through research and demonstration projects. ...All rules, regulations, policies, and standards adopted or prescribed by the state board in carrying out this article and other school laws shall, if not in conflict therewith, have the full force and effect of law.”

- (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.²

The SEA will not provide services directly to any school in the absence of a takeover. However, the SEA will offer services to Tier I and Tier II schools. The Division of School Improvement provides a range of services to districts and schools in Georgia. The goal of these services is to assist district and school staff with the continuous improvement process so that teaching and learning positively impacts students in Georgia.

The following school improvement services are available from the SEA (See Attachment 8 for service descriptions):

- GAPSS Analysis
- Instructional Coach Training
- Summer Leadership Academy
- Data Teams Training
- Formative Assessment Training
- Thinking Maps Training
- Active Literacy Training
- Graduation Coach Support
- School Improvement Specialist Oversight

LEAs wishing to take advantage of these services will be advised of the offerings through email notices from the School Improvement division. Funds will be leveraged from federal and state resources for these services as designated in the Single Statewide System of Support.

A description of the activities funded with Administrative Reservation may be found in Section F (SEA Reservation). All other activities will be funded through:

- School Improvement Funds appropriated by the Georgia General Assembly
- Title I A 1003(a) Funds
- Funds approved by LEAs for on-site School Improvement Specialists and professional

² 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.

learning (See ESEA Section 1003(b)(2)) *

- * Section 1003(b) of the ESEA states that “Of the amount reserved under subsection (a) for any fiscal year, the State education agency –
- (1) Shall allocate not less than 95 percent of that amount directly to local educational agencies for schools identified for school improvement, corrective action, and restructuring, for activities under 1116(b); or
 - (2) May, with the approval of the local educational agency directly provide for these activities or arrange for their provision through other entities such as school support teams or educational service agencies.

The SEA will use the following process for providing services to LEAs:

- School(s) the SEA will serve will be identified.
- SEA will seek LEA approval to provide services.
- SEA will develop a list of identified schools, complete with their chosen intervention model, and attach as an amendment to the SEA application.
- SEA is poised to deliver services in both the Turnaround and Transformation Models based on needs assessment.
- SEA will perform face-to-face negotiation of services with the LEA that chooses either the Turnaround or Transformation Model.
- An MOA defining services and timelines to be delivered will serve as a signed agreement between the LEA and the SEA.

E. ASSURANCES

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

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

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

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

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

The SEA will reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

Activities Funded with Administrative Reservation

- The SEA will provide technical assistance training to LEAs, either by webinars or face-to-face sessions, which will include topics such as:
 - Understanding the School Improvement Grant requirements.
 - School Tier identification.
 - The four required intervention models to be implemented.
 - Selecting external providers.
 - Analyzing school needs.
 - Understanding and completing the LEA application.
- School Improvement Specialists and School Improvement Fiscal Analysts will be employed to:
 - Approve budgets.
 - provide ongoing technical assistance to LEAs
 - Evaluate annual goals established by LEAs related to student achievement progress.
 - Monitor the School Improvement Grant program.
- Professional learning opportunities for SEA School Improvement staff will include:
 - Workshops and training for SIG staff in latest grant-related improvement strategies.
 - Travel expenses for guidance and SIG updates.
 - Travel expenses for SIG employees providing technical assistance.

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

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

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

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

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

(Must check if requesting one or more waivers)

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA REQUIREMENTS

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

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

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

LEA APPLICATION REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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

Example:

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

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

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

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

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

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

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

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

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

Maximizing the Impact of Regular FY 2010 SIG Allocations

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

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

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

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

Continuation of \$2 Million Annual Per School Cap

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

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

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

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

LEA Budgets

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

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

SEA Allocations to LEAs

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

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

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

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

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

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

APPENDIX B

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

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

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

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

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

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

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

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

School Improvement Grants Application

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

State Name: Georgia



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



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

Paperwork Burden Statement

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

Georgia Department of Education
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Part II: LEA Application 2011
Cover Page

LEA Name:	LEA Mailing Address:
LEA Contact for the School Improvement Grant Name: Position and Office: Contact's Mailing Address: Telephone: Fax: Email Address:	
Superintendent (Printed Name):	Telephone:
Signature of Superintendent: X_____	Date:
The District, 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 District receives through this application.	

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

LEA Name:

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

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

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

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

LEA Name:

School Name:

Sections B, B-1, and C must be completed for each Tier I and Tier II school applying for this grant. Section B, number 6, Section B-1, and Section C must be completed for each Tier III school applying for this grant.

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

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must analyze the needs of each school and select an intervention model for each school.
 - a) Complete the School Profile (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile).
 - b) If available, attach the “Target Areas for Improvement” section from the Georgia Assessment of Performance on School Standards (GAPSS) reviews completed within the last two years.

- c) Provide a narrative describing the outcomes of analyzing the data (school needs).

(Respond Here)

- d) Provide rationale for the intervention model selected.

(Respond Here)

- e) For each Tier I and Tier II school that the LEA commits to serve, the LEA must describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school in order to implement, fully and effectively, the required strategies of the school intervention model it has selected.

(Respond Here)

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011

2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

The following guiding questions can be used to respond:

- a) Is there evidence of past failures of the LEA to support school improvement initiatives?
- b) Is there evidence that the LEA has diligently worked to implement, support and monitor such initiatives as standards-based classrooms, data rooms, and appropriate assessment practices?
- c) Is there a School Improvement Specialist working in the LEA?
- d) Has the LEA demonstrated support of the School Improvement Specialist's efforts?
- e) Is there a person at the LEA level that has been hired to work specifically with school improvement efforts?
- f) Is there evidence that the LEA has required specific school improvement initiatives for all schools? Examples include, but are not limited to: implementation of the Georgia School Standards, GAPSS reviews in many or all schools, analysis of high-impact practices shown in the Georgia's Implementation Resource Guide, functional leadership teams in all schools, and a LEA representative on all leadership teams.

(Respond Here)

3. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) that corresponds to the model selected for each Tier I and Tier II school. Attachment 2 addresses the LEA's actions it has taken, or will take, to:
- a. Design and implement the interventions consistent with the final requirements of the model selected for each school.
 - b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
 - c. Align other resources with the interventions.
 - d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
 - e. Sustain the reforms after the funding period ends.

4. Complete the appropriate portion of Attachment 2 that delineates the timeline to implement the selected intervention model in each Tier I and Tier II school.

5. Complete the appropriate portion of Attachment 2 that pertains to annual goals. The annual goals will be used to monitor the Tier I and Tier II schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and Mathematics, as well as graduation rate for high schools. This does not apply to the school closure model.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011

6/7. Complete Attachment 3 for each Tier III school the LEA commits to serve. The LEA must describe the services the school will receive and/or the activities the school will implement as well as the annual goals that the LEA will use to monitor progress.

8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.), as appropriate, regarding the LEA's application and plans for implementation of school improvement models in its Tier I and Tier II schools.

(Respond Here)

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011

Section 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:

The LEA must describe preliminary activities that will be carried out during the pre-implementation period to help prepare for full implementation in the following school year, including a proposed budget to support these activities. *(For a description of allowable activities during the pre-implementation period, please refer to Section J of the FY 2010 SIG Guidance.)*

1. The LEA activities and proposed budget should include the following elements:
 - The first year budget includes funds to cover preparatory activities carried out during the pre-implementation period. (See budget templates Attachments 4 and 4a)
 - The funds for the first year cover full and effective implementation through the duration of the 2011-2012 school year, in addition to preparatory activities carried out during the pre-implementation period
 - The pre-implementation activities:
 - Are reasonable and necessary.
 - Are allowable
 - Directly related to the full and effective implementation of the model selected by the LEA.
 - Address the needs identified by the LEA.
 - Advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools.
 - Adequately prepare the school and district leaders to effectively and fully implement the selected model.

(Respond Here)

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011

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

1. The LEA must provide a budget (Attachments 4, Budget Detail, and 4a, Budget Template) –that indicates the amount of school improvement funds the LEA will use each year to:
 - a. Implement the selected model in each Tier I and Tier II school it commits to serve.
 - b. Conduct LEA-level activities, including pre-implementation activities, designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools.
 - c. Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

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

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

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011

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

The LEA must assure that it will:

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in Tier I and Tier II school that the LEA commits to serve consistent with final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (3) If the LEA implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
- (4) Report to the SEA the school-level data required under section III of the final requirements.

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

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

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

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

LEA Name: _____

School Name: _____

Grades: _____

School Enrollment Total: _____

**NOTES: ED Facts data that is housed at the Georgia Department of Education will be provided in noted areas.
Enter "NA" for any fields for which you do not have data.**

School Data

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	ED Facts	ED Facts	ED Facts				
AYP targets the school met	ED Facts	ED Facts	ED Facts				
AYP targets the school missed	ED Facts	ED Facts	ED Facts				
School improvement status	ED Facts	ED Facts	ED Facts				
Number of days within the school year							
Number of minutes within the school day							
Number of minutes within the school year							

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Student Outcome/Academic Progress Data							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	EDFacts	EDFacts	EDFacts				
Percentage dropout rate	EDFacts	EDFacts	EDFacts				
Percentage student attendance rate	EDFacts	EDFacts	EDFacts				
Number of discipline incidents coded as 900 as reported to state	EDFacts	EDFacts	EDFacts				
Number of truants	EDFacts	EDFacts	EDFacts				
Percentage teacher attendance rate							

**Georgia Department of Education
 School Improvement Grant 1003(g) - LEA Application 2011
 Attachment 1a - Elementary School Profile**

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff							
Number of certified staff evaluated							
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory							
Percentage rated Unsatisfactory							
Percentage non-renewed							

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 3 CRCT Reading								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 3 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

**Grade 3 CRCT Reading
Average Scale Score**

	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 3 CRCT English Language Arts								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

Grade 3 CRCT English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

Grade 3 CRCT English Language Arts																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
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Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

**Georgia Department of Education
 School Improvement Grant 1003(g) - LEA Application 2011
 Attachment 1a - Elementary School Profile**

Grade 3 CRCT Mathematics								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

*****State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)**

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

Grade 3 CRCT Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
 School Improvement Grant 1003(g) - LEA Application 2011
 Attachment 1a - Elementary School Profile**

Grade 3 CRCT Mathematics																																
Average Scale Score																																
	2006-2007				2007-2008***				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
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Hispanic																																
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American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

*****State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)**

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 4 CRCT Reading								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

Grade 4 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

**Grade 4 CRCT Reading
Average Scale Score**

	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

Grade 4 CRCT English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 4 CRCT English Language Arts							
Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

Grade 4 CRCT English Language Arts Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
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Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

**Georgia Department of Education
 School Improvement Grant 1003(g) - LEA Application 2011
 Attachment 1a - Elementary School Profile**

Grade 4 CRCT Mathematics								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

*****State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)**

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 4 CRCT Mathematics							
Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 4 CRCT Mathematics																												
Average Scale Score																												
	2006-2007				2007-2008***				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
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American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

*****State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)**

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 5 CRCT Reading								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 5 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

**Grade 5 CRCT Reading
Average Scale Score**

	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 5 CRCT English Language Arts								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 5 CRCT English Language Arts							
Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

Grade 5 CRCT English Language Arts																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

**Georgia Department of Education
 School Improvement Grant 1003(g) - LEA Application 2011
 Attachment 1a - Elementary School Profile**

Grade 5 CRCT Mathematics								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

*****State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)**

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 1a - Elementary School Profile

Grade 5 CRCT Mathematics							
Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1a - Elementary School Profile

Grade 5 CRCT Mathematics																																
Average Scale Score																																
	2006-2007				2007-2008***				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

*****State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)**

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

LEA Name: _____

School Name: _____

Grades: _____

School Enrollment Total: _____

**NOTES: ED Facts data that is housed at the Georgia Department of Education will be provided in noted areas.
Enter "NA" for any fields for which you do not have data.**

SCHOOL DATA

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	ED Facts	ED Facts	ED Facts				
AYP targets the school met	ED Facts	ED Facts	ED Facts				
AYP targets the school missed	ED Facts	ED Facts	ED Facts				
School improvement status	ED Facts	ED Facts	ED Facts				
Number of days within the school year							
Number of minutes within the school day							
Number of minutes within the school year							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	EDFacts	EDFacts	EDFacts				
Percentage dropout rate	EDFacts	EDFacts	EDFacts				
Percentage student attendance rate	EDFacts	EDFacts	EDFacts				
Number of discipline incidents coded as 900 as reported to state	EDFacts	EDFacts	EDFacts				
Number of truants	EDFacts	EDFacts	EDFacts				
Percentage teacher attendance rate							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff							
Number of certified staff evaluated							
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory							
Percentage rated Unsatisfactory							
Percentage non-renewed							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 6 CRCT Reading								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 6 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

**Grade 6 CRCT Reading
Average Scale Score**

	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 6 CRCT English Language Arts								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 6 CRCT English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 6 CRCT English Language Arts																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 6 CRCT Mathematics								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 6 CRCT Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 6 CRCT Mathematics																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 7 CRCT Reading								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 7 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

**Grade 7 CRCT Reading
Average Scale Score**

	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 7 CRCT English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 7 CRCT English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 7 CRCT English Language Arts																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 7 CRCT Mathematics								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 7 CRCT Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 7 CRCT Mathematics																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 8 CRCT Reading								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 8 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

**Grade 8 CRCT Reading
Average Scale Score**

	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 8 CRCT English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 8 CRCT English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 8 CRCT English Language Arts																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 8 CRCT Mathematics								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

*****State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)**

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 8 CRCT Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1b - Middle School Profile

Grade 8 CRCT Mathematics																																
Average Scale Score																																
	2006-2007				2007-2008***				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
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White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

*****State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)**

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1c - High School Profile

LEA Name: _____

School Name: _____

Grades: _____

School Enrollment Total: _____

**NOTES: ED Facts data that is housed at the Georgia Department of Education will be provided in noted areas.
Enter "NA" for any fields for which you do not have data.**

SCHOOL DATA

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	ED Facts	ED Facts	ED Facts				
AYP targets the school met	ED Facts	ED Facts	ED Facts				
AYP targets the school missed	ED Facts	ED Facts	ED Facts				
School improvement status	ED Facts	ED Facts	ED Facts				
Number of days within the school year							
Number of minutes within the school day							
Number of minutes within the school year							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	EDFacts	EDFacts	EDFacts				
Graduation rate (percentage)	EDFacts	EDFacts	EDFacts				
Dropout rate (percentage)	EDFacts	EDFacts	EDFacts				
Student attendance rate (percentage)	EDFacts	EDFacts	EDFacts				
Number of students completing advanced coursework (AP)							
Percentage of students completing advanced coursework (AP)							
Number of students completing advanced coursework (IB)							
Percentage of students completing advanced coursework (IB)							
Number of students completing advanced coursework (early-college high schools)							
Percentage of students completing advanced coursework (early-college high schools)							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1c - High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)							
Percentage of students completing advanced coursework (dual enrollment classes)							
College enrollment rate							
Number of discipline incidents coded as 900 as reported to state	EDFacts	EDFacts	EDFacts				
Number of truants	EDFacts	EDFacts	EDFacts				
Teacher attendance rate							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1c - High School Profile

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff							
Number of teachers evaluated							
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory							
Percentage rated Unsatisfactory							
Percentage non-renewed							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

*****State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)**

**Georgia Department of Education
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Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011****	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

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Attachment 1c - High School Profile

GHSGT Spring First-time 11th Grade Test-Takers Mathematics Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011***				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

*****State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)**

**Georgia Department of Education
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Attachment 1c - High School Profile

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course							
Percentage passed EOCT							

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course							
Percentage passed EOCT							

*****This data will not be available for Mathematics I and Mathematics II until 2010.**

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Attachment 1c - High School Profile

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts				
Percentage passed EOCT	EDFacts	EDFacts	EDFacts				

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts				
Percentage passed EOCT	EDFacts	EDFacts	EDFacts				

Georgia Department of Education
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Attachment 2a - Turnaround Model

LEA Name:

School Name:

The LEA must:

A1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Actions:	Timeline:	Budget:
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A2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

- (A) Screen all existing staff and rehire no more than 50 percent; and
- (B) Select new staff.

Actions:	Timeline:	Budget:
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A3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

Actions:	Timeline:	Budget:
----------	-----------	---------

A4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Actions:	Timeline:	Budget:
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Georgia Department of Education
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Attachment 2a - Turnaround Model

A5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.		
Actions:	Timeline:	Budget:

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.		
Actions:	Timeline:	Budget:

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.		
Actions:	Timeline:	Budget:

A8. Establish schedules and implement strategies that provide increased learning time (as defined in this notice).		
Actions:	Timeline:	Budget:

A9. Provide appropriate social-emotional and community-oriented services and supports for students.		
Actions:	Timeline:	Budget:

Georgia Department of Education
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Attachment 2a - Turnaround Model

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.		
Actions:	Timeline:	Budget:

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.		
Actions:	Timeline:	Budget:

C. Align additional resources with the interventions.		
Actions:	Timeline:	Budget:

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.		
Actions:	Timeline:	Budget:

E. Sustain the reform after the funding period ends.		
Actions:	Timeline:	Budget:

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 2a - Turnaround Model

LEA Name:

School Name:

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.

Reading/English Language Arts

2011-2012 School Year

2012-2013 School Year

2013-2014 School Year

Mathematics

2011-2012 School Year

2012-2013 School Year

2013-2014 School Year

Graduation Rate

2011-2012 School Year

2012-2013 School Year

2013-2014 School Year

Georgia Department of Education
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Attachment 2b - School Closure Model

LEA Name:

 School Name:

School Closure Model: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

The LEA must:

A. Define the process used for closing the school.		
Actions:	Timeline:	Budget:

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.		
Actions:	Timeline:	Budget:

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.		
Actions:	Timeline:	Budget:

C. Align additional resources with the interventions.		
Actions:	Timeline:	Budget:

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Attachment 2b - School Closure Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.		
Actions:	Timeline:	Budget:

E. Sustain the reform after the funding period ends.		
Actions:	Timeline:	Budget:

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 2b - School Closure Model

LEA Name: _____

School Name: _____

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.

Reading/English Language Arts

2010-2011 School Year

Do not complete this section. This item does not apply to the school closure model.

2011-2012 School Year

Do not complete this section. This item does not apply to the school closure model.

2012-2013 School Year

Do not complete this section. This item does not apply to the school closure model.

Mathematics

2010-2011 School Year

Do not complete this section. This item does not apply to the school closure model.

2011-2012 School Year

Do not complete this section. This item does not apply to the school closure model.

2012-2013 School Year

Do not complete this section. This item does not apply to the school closure model.

Graduation Rate

2010-2011 School Year

Do not complete this section. This item does not apply to the school closure model.

2011-2012 School Year

Do not complete this section. This item does not apply to the school closure model.

2012-2013 School Year

Do not complete this section. This item does not apply to the school closure model.

Georgia Department of Education
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Attachment 2c - Restart Model

LEA Name:

School Name:

Restart Model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

The LEA must:

A. Design and implement the interventions consistent with the final requirements of the model selected for each school based on the outcomes to be achieved by the external management providers.		
Actions:	Timeline:	Budget:

B. Conduct a rigorous review process to recruit, screen, and select a charter school operator, a charter management organization (CMO), or an education management organization (EMO). List potential charter school operators, CMO and/or EMO and the qualifications of each. Also describe any external provider and the process for selection that may provide services that would assist the school in implementing the chosen intervention model with fidelity.		
Actions:	Timeline:	Budget:

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.		
Actions:	Timeline:	Budget:

C. Align additional resources with the interventions.		
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Actions:	Timeline:	Budget:
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Attachment 2c - Restart Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

Actions:	Timeline:	Budget:
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E. Sustain the reform after the funding period ends.

Actions:	Timeline:	Budget:
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Attachment 2c - Restart Model

LEA Name:

School Name:

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.

Reading/English Language Arts

2011-2012 School Year

2012-2013 School Year

2013-2014 School Year

Mathematics

2011-2012 School Year

2012-2013 School Year

2013-2014 School Year

Graduation Rate

2011-2012 School Year

2012-2013 School Year

2013-2014 School Year

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011
Attachment 2d - Transformation Model

LEA Name:

 School Name:

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.		
Actions:	Timeline:	Budget:

A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement.		
Actions:	Timeline:	Budget:

A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		
Actions:	Timeline:	Budget:

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Attachment 2d - Transformation Model

A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.		
Actions:	Timeline:	Budget:

A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.		
Actions:	Timeline:	Budget:

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.		
Actions:	Timeline:	Budget:

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.		
Actions:	Timeline:	Budget:

A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).		
Actions:	Timeline:	Budget:

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Attachment 2d - Transformation Model

A9. Provide ongoing mechanisms for family and community engagement.		
Actions:	Timeline:	Budget:

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.		
Actions:	Timeline:	Budget:

A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
Actions:	Timeline:	Budget:

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.		
Actions:	Timeline:	Budget:

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.		
Actions:	Timeline:	Budget:

C. Align additional resources with the interventions.		
Actions:	Timeline:	Budget:

Attachment 2d - Transformation Model

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D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.		
Actions:	Timeline:	Budget:

E. Sustain the reform after the funding period ends.		
Actions:	Timeline:	Budget:

Georgia Department of Education
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Attachment 2d - Transformation Model

LEA Name: _____

School Name: _____

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.

Reading/English Language Arts

2011-2012 School Year

2012-2013 School Year

2013-2014 School Year

Mathematics

2011-2012 School Year

2012-2013 School Year

2013-2014 School Year

Graduation Rate

2011-2012 School Year

2012-2013 School Year

2013-2014 School Year

Georgia Department of Education
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Attachment 3 - Tier III Schools

LEA Name:

 School Name:

Describe the services the school will receive and/or the strategies the Tier III school will implement.

--

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier III schools. Write the annual goals below.

Reading/English Language Arts

2011-2012 School Year

2012-2013 School Year

2013-2014 School Year

Mathematics

2011-2012 School Year

2012-2013 School Year

2013-2014 School Year

Georgia Department of Education
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Attachment 3 - Tier III Schools

Graduation Rate
2010-2011 School Year
2011-2012 School Year
2012-2013 School Year

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Attachment 4 - Budget Detail

LEA Name: _____

School Served: _____

Intervention Model: _____

Tier Level: _____

Fiscal Year: July 1, _____ through June 30, _____

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix A.

Object Class		Item Description	Costs	
100	Personal Services (Salaries)			
				Object Total
				\$ -
200	Benefits			
				Object Total
				\$ -
300	Purchased Professional & Technical Services			
				Object Total
				\$ -
500	Other Purchased Services			
				Object Total
				\$ -
600	Supplies			
				Object Total
				\$ -
700	Property (Capitalized Equipment)			
				Object Total
				\$ -

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800	Other Objects			
				Object Total
				\$ -
900	Other Uses			
				Object Total
				\$ -
School Total				\$ -

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Attachment 4a - Budget Template

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
School Name					
School Name					
School Name					
LEA-level Activities					
Total Budget					

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Attachment 5 - Checklist

Section A. SCHOOLS TO BE SERVED

<p>The chart is complete:</p> <ul style="list-style-type: none"> ✓ All Tier I, II, and III schools are identified. ✓ Intervention models are selected for each Tier I and Tier II school. ✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model. ✓ An explanation for the Tier I schools that the LEA is not applying to serve has been provided. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Section B. DESCRIPTIVE INFORMATION

<p>1. Data Sources and Narrative</p> <ul style="list-style-type: none"> ✓ All sections of the School Profile are complete (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). Minimum requirement ✓ The narrative reflects the analysis of multiple sources of data to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application. ✓ A rationale for selection of intervention model is provided. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>2. Capacity</p> <ul style="list-style-type: none"> ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.). ✓ Complete all parts of Section B. 2. ✓ Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, and Attachment 7c: Selecting Turnaround Leaders are tools that you may use to assist in determining the LEA's capacity to provide adequate resources and related support. ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful implementation of the contract. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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Attachment 5 - Checklist

6.	Tier III Schools ✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3.	<input type="checkbox"/>
7.	Stakeholder Representation ✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Tier I and Tier II schools. ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).	<input type="checkbox"/> <input type="checkbox"/>

B-1. Pre-Implementation Activities and Budget

✓	Pre-implementation activities are described.	<input type="checkbox"/>
✓	A proposed budget is included.	<input type="checkbox"/>

Section C. DEVELOP A BUDGET

✓	The LEA has completed a budget on Attachments 4 and 4a for each Tier I, Tier II, and Tier III school.	<input type="checkbox"/>
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Section D. ASSURANCES

✓	The superintendent agrees to the assurances for the School Improvement Grant.	<input type="checkbox"/>
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Section E. WAIVERS

✓	The superintendent agrees to the waivers included in the School Improvement Grant.	<input type="checkbox"/>
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**Georgia Department of Education
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Attachment 6 - Rubric

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Rationale	There is no evidence to support that data was analyzed to determine school needs and select the most appropriate intervention model.	Data has been collected; however, there is limited evidence that the data collected has been sufficiently analyzed to determine school needs resulting in the selection of an appropriate intervention model.	Sufficient data, including student achievement, process, demographic, and perception data, has been collected and analyzed to support the selection of the intervention model. The rationale clearly justifies the selection of the intervention model based on data analysis and school needs.
Capacity	There is no evidence in the application that indicates the LEA has the capacity to provide adequate resources and support to fully and effectively implement the intervention model selected.	Actions described in the application lack the detail necessary to ensure the LEA is prepared and committed to fully and effectively implement the selected intervention model. More specific information regarding resources, support, and commitment is needed.	<p>Actions described in the application indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the selected intervention model fully and effectively. In addition, the application indicates the LEA is prepared and committed to provide the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful implementation of the contract.

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Capacity			<p>To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Reviewing local board policies which would restrict a school’s ability to implement requirements of the intervention models for Tier I and Tier II schools. • Ensuring that the LEA’s central office staff will support successful implementation of the interventions and school improvement strategies. • Demonstrating flexibility in removing barriers that will interfere with the intervention models selected.

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Implementation	There is no evidence in the application that indicates implementation of the intervention model has been thoroughly planned.	Actions described in the application are not fully aligned with the final requirements of the intervention model selected. Actions lack innovation and do not reflect a strong focus on improving student achievement.	<p>Actions described in the application reflect comprehensive and strategic planning to ensure implementation of the intervention model. The actions described include specific processes and strategies that are aligned with the final requirements of the intervention model selected. The actions are innovative, comprehensive, and focus on improving student achievement.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Developing a written policy and procedure for selecting external providers and utilizing the process. • Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include: <ul style="list-style-type: none"> ○ A Public Notice of Intent process. ○ An assessment of the applicant provider’s knowledge of, skill with, and success rate related to the intervention model selected. ○ A thorough review of each applicant’s administrative, organizational structure, legal, and financial perspectives. ○ Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
<p>Implementation</p>			<ul style="list-style-type: none"> • Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment. • Clarifying the roles for the school provider and LEA that will be a part of the contract. • Defining a process for cancelling the contract and restructuring when a contract provider is not successful. • Including stakeholders such as parents and community groups throughout the entire process. • Establishing clear goals and closely monitoring school performance. • Establishing a clear timeframe for measuring gains in student achievement. <p>To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for:</p> <ul style="list-style-type: none"> • Developing a plan complete with strategies that focus on the individual school's student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Allocation of Funds	There is no evidence that sufficient funds are allocated to support implementation of the intervention model, and the actions and strategies funded do not align with the final requirements of the intervention model selected.	Funds are allocated to support the implementation of the intervention model; however, the actions and strategies funded are not consistently aligned to improving student achievement and/or the final requirements of the intervention model.	The actions and strategies funded directly support improving student achievement and are aligned to the final requirements of the intervention model. Funds allocated are sufficient to support implementation of the intervention model selected.
Sustainability	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	<p>An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement. The plan identifies preliminary steps that will be taken to retain human, material, and financial resources after the funding period ends. In addition, the plan addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement.</p> <p>To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for:</p> <ul style="list-style-type: none"> • Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress. • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.

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Attachment 7a - Capacity Factor Chart

Factor:	Strength: We have this or already do this:	Weakness: This is a weakness; but we could improve if:	Opportunity: If these external changes occur, this could be a strength:	Threat: If these external changes occur, this could be a weakness:
Team Staff: Our LEA has staff qualified for a restructuring team. *Complete the Restructuring Team Checklist				
Will: Our LEA is willing to take extreme action in failing schools.				
Outsiders: Our LEA is willing to bring in external support if needed for student learning.				
Insiders: Our LEA is willing to require central staff to make many changes to support restructured schools.				
Flexibility: Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.				

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006.

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Attachment 7b - Restructuring Team Checklist

Team Members: Who should be on your team to organize restructuring throughout the LEA? Readiness and willingness to drive major change are important, but credibility and LEA knowledge are also important.

Lead Organizer: In a smaller LEA, the superintendent may lead the team. In a larger LEA, this might be a deputy or assistant superintendent or other senior person who is ready and able to organize a major change process. In some cases, a credible outsider who is familiar with the LEA schools may be best. Strong team leadership skills are essential to keep the team motivated, informed, and productive through a challenging change process.

Qualifications to consider for your total working team include people with:

- **A Drive for Results**

A record of implementing change despite political and practical barriers.
An unyielding belief that all children-no matter how disadvantaged-can learn.
Organizing and planning skills to keep the decision process and implementation for each failing school on track.

- **Relationship and Influence Skills**

Good relationships with a wide range of district staff, parents, and community organizations.
Willingness and ability to disagree with others politely; a “thick skin.”
Teamwork skills to complete tasks responsibly and support team members.
Strong influence skills.

- **Readiness for Change**

An open mind about ways to improve student learning.
Willingness to learn about what kinds of big changes work under differing circumstances.
Willingness to try new restructuring strategies.
No political agenda that may interfere with student learning-centered decisions.

- **Knowledge to do What Works** (or willingness to acquire it quickly)

Knowledge of the formal and informal decision-making processes in your district.
Knowledge of past efforts to change and improve schools in your LEA.
Knowledge of education management, effective schools research with a focus on what has been proven to produce student learning results with disadvantaged children.

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006.

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Attachment 7c - Selecting Turnaround Leaders

Instructions: Assess leaders available to this school. Does the school’s current principal or other available leader in the LEA have these competencies? Have they demonstrated these behaviors? Can you recruit for these competencies and behaviors?

Summarize your findings here:

We do do not have a turnaround leader available to this school.

We can cannot recruit additional turnaround leaders.

Possible turnaround candidates within the LEA:

Competencies	Current Principal	Other Available District Principals	Can Recruit for This	Do not Have and Cannot Recruit for This
Driving for results: setting high goals, taking initiative, being relentlessly persistent to succeed.				
Solving problems: using performance data to identify and solve immediate problems.				
Showing confidence: exhibiting confidence, using failure to initiate problem solving, not excusing failure.				
Influence: influencing immediate action toward the school’s goals.				
Teamwork and cooperation: getting input and keeping others informed.				
Conceptual thinking: connecting the mission, learning standards, and curriculum to clarify for all.				
Team leadership: assuming the role as leader and motivating staff to perform despite challenges.				
Organizational commitment: making personal sacrifices needed for school success.				
Communicating a compelling vision: rousing staff to commit energy to the change.				

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006.

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Attachment 8 - School Improvement Services

Division of School Improvement - Services

The Division of School Improvement provides a range of services to districts and schools in Georgia. The goal of the services is to assist district and school staff with the continuous improvement process so that teaching and learning positively impacts students in Georgia.

GAPSS Analysis – The GAPSS Analysis: *Closing the Gap* process provides detailed information for a school on the progress towards full implementation of the School Keys: *Unlocking Excellence through the Georgia School Standards*. Any school in Georgia can request a school review from the Division of School Improvement of the Georgia Department of Education. The review consists of classroom observations, staff surveys, interviews, and document reviews. The review process involves the following steps.

- Team members introduce themselves at a faculty meeting prior to the beginning of Day 1. They will ease concerns of the staff and convey an understanding of the team's agenda.
- The principal should plan to do a 15-20 minute presentation of the data to the review team using Guiding Questions as provided by the team leader.
- Interviews of various school stakeholders are conducted during the review process.
- Classroom observations using the observation instrument are completed in all classrooms, with all teachers.
- The review team meets to compile, discuss, chart and share the collected data from the review sorted by the eight strands of the School Keys.
- Using the shared data, the team determines the school's implementation level for each element/row in the GAPSS Summary Report.
- The team may include clarifying comments relative to elements as needed.
- The team identifies next steps for identified areas of need to support the school leadership in the school improvement effort.
- The team leader and designated members of the review team meet with the principal and school leadership team, and, if applicable, the system contact person, to discuss the summary.

Instructional Coach Training – This training is offered to school-based instructional coaches. The training is designed to provide participants with tools and resources to enhance the impact school-based instructional coaches have on teacher practice and student achievement. The training helps to clarify and explicitly define expectations of instructional coaches and ensures that coaches have the knowledge and skills to facilitate high quality, job-embedded professional learning that improves teacher practice and student achievement. Instructional coaches learn to engage teachers in the following job-embedded learning strategies.

- Explicit instruction
- Modeling
- Facilitation of collaborative learning and planning
- Observations with feedback
- Analysis of student work

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Summer Leadership Academy – Each summer, the Division of School Improvement provides an intensive, weeklong professional learning opportunity for school-based leadership teams. Schools may send a team of ten to participate in the academy. Schools may send additional staff members as space permits. The purpose of the academy is to strengthen the school improvement planning process. School teams are engaged in the school improvement planning process throughout the academy. Sessions provide support to school teams with the following actions.

- Engaging leadership teams in the right work
- Collecting and analyzing the four types of data (student achievement data, process data, demographic data, and perception data)
- Developing SMART goals
- Selecting appropriate strategies, actions, and interventions to meet school improvement goals
- Identifying artifacts and evidence of implementation
- Creating a professional learning plan to support implementation
- Designing a plan for monitoring implementation of the school improvement plan

Leadership teams complete the academy with a product, a systematically and deliberately developed school improvement plan that is ready to be refined, implemented, and monitored immediately.

Data Teams Training – The Division of School Improvement provides a one-day training to teams of teachers that focuses on building the capacity of teacher teams to engage in a cycle of data analysis to improve teaching and learning. The data team process engages collaborative teacher teams in results-driven, job-embedded professional learning. Teams of teachers learn the following steps in the data team cycle.

- Collect and chart data
- Analyze strengths and obstacles
- Establish goals
- Select instructional strategies to help them meet the goals
- Determine what is expected when the strategy is implemented

Formative Assessment Training – The Division of School Improvement offers a series of three formative assessment professional learning opportunities. The first session provides an overview of effective formative assessment strategies and practices. The second session addresses the development of common assessments and actions educators may take to analyze the results from common assessments. The third and final session is focused on the development of effective test items that serve as a foundation for lessons.

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School Improvement Specialists – The Division of School Improvement employs field-based school improvement specialists who provide on-site support and guidance to school staff as they engage in the continuous improvement process. School improvement specialists provide support by engaging in the following actions.

- Guiding leaders in developing and sustaining a leadership team that is focused on continuous improvement in order to increase student achievement
- Guiding leaders, the leadership team, and collaborative learning teams with the development of structures and processes that support standards-based, job-embedded, results-driven professional learning and brokering professional learning resources as needed with emphasis on Thinking Maps®, Data Teams, formative assessment, and Active Literacy
- Assisting the leadership team in maximizing the use of Title I School Improvement Grant funds, if applicable
- Guiding school leaders in creating and sustaining a culture of data-driven decision making
- Guiding the leadership team and collaborative learning teams in creating school improvement plans that are action plans with measurable goals
- Guiding the leadership team and collaborative learning teams with:
 - Implementing the GPS within standards-based classrooms
 - Monitoring the implementation of the GPS within standards-based classrooms
- Facilitating the leadership team and collaborative learning teams' development, implementation, and continuous monitoring of a formalized system of data-driven intervention(s)
- Assisting the leadership team in continuously assessing progress toward fully-operational high impact practices
- Guiding leaders in sustaining the school improvement process through all strands of the School Keys: Unlocking Excellence through the Georgia School Standards in order to increase student achievement
- Guiding the leadership team, collaborative learning teams, and individual teachers (through observation, modeling, and feedback) in best practices that will directly lead to increased academic achievement for individual students and subgroups in relation to AYP targets
- Guiding the leadership team in interventions to monitor and improve student and teacher attendance
- Guiding the leadership team in the development of action plans

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Thinking Maps® Training – This training is organized by the Division of School Improvement in an effort to reduce costs for schools that are interested in implementing Thinking Maps® as an instructional strategy to improve student engagement and student achievement. The Division of School Improvement staff members are trained in Thinking Maps® and can facilitate and support implementation of the instructional strategy. Thinking Maps® provides leaders, teachers, and students with a common visual language for learning within and across disciplines that supports eight cognitive thinking processes.

- Defining
- Classifying
- Describing
- Comparing/Contrasting
- Sequencing
- Analyzing cause and effect
- Identifying part to whole relationships
- Seeing analogies

Active Literacy Training – This training is offered to teachers and leaders. The training shows teachers – at every grade level and in every subject area – how to integrate the teaching of literacy skills into their daily curriculum. With an emphasis on schoolwide collaborative planning, the training shows how curriculum mapping sustains literacy between grade levels and subjects. The training offers teaching strategies to help students in primary through high school do the following.

- Learn, retain, and use vocabulary
- Take better notes in class
- Edit and revise their writing
- Speak and listen more effectively

Graduation Coach Support – The Division of School Improvement offers support to districts and schools with the implementation of Graduation Coach programs and other best practices and strategies to support increasing the graduation rate in Georgia. The Graduation Coach Work Management System (WMS) was designed not only to improve the quality of data available to the state program office, but also to serve as a tool to enable graduation coaches to make data-driven decisions about which services to deliver and to whom. The Graduation Coach Work Management System assists in the identification of students at risk of dropping out of school or otherwise not earning a high school diploma.

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APPENDIX A: SEA Allocations to LEAs and LEA Budgets

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

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

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

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Maximizing the Impact of Regular FY 2010 SIG Allocations

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

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

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

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

Continuation of \$2 Million Annual Per School Cap

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

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

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

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

LEA Budgets

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

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

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SEA Allocations to LEAs

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

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

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

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

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

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

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APPENDIX B: Persistently Lowest –Achieving Schools Guidance

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

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

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

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

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

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

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

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



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SIG Tiers I, II, and III Eligible Schools List**

SCHOOLS ELIBIGLE FOR FY 2010 SIG FUNDS									
	LEA Name	NCES LEA ID #	School Name	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
1	Atkinson County	1300090	Atkinson County High School	00015			x		
2	Atlanta Public Schools	1300120	Harper-Archer Middle School	03029			x		
3	Atlanta Public Schools	1300120	Hillside Conant School	03660			x		
4	Atlanta Public Schools	1300120	Hutchinson Elementary School	00039			x		
5	Atlanta Public Schools	1300120	Maynard H. Jackson, Jr. High School	01939			x		
6	Atlanta Public Schools	1300120	North Atlanta High School	02212			x		
7	Atlanta Public Schools	1300120	School of Technology at Carver	03542			x		
8	Atlanta Public Schools	1300120	South Atlanta Law and Social Justice School	03556			x		
9	Atlanta Public Schools	1300120	South Atlanta School of Computer Animation and Design	03551			x		
10	Atlanta Public Schools	1300120	Therrell School of Engineering, Math, and Science	03555			x		
11	Atlanta Public Schools	1300120	Therrell School of Health and Science	03572			x		
12	Atlanta Public Schools	1300120	Therrell School of Law, Government and Public Policy	03552	x				
13	Atlanta Public Schools	1300120	Washington High School Senior Academy	00072			x		
14	Baker County	1300180	Baker County K12 School	01867			x		
15	Baldwin County	1300210	Baldwin High School	00158			x		
16	Barrow County	1300290	Apalachee High School	02350			x		
17	Barrow County	1300290	Winder-Barrow High School	00173			x		
18	Ben Hill County	1300360	Fitzgerald High School	00931			x		
19	Bibb County	1300420	Appling Middle School	00212			x		

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SIG Tiers I, II, III Eligible Schools List**

20	Bibb County	1300420	Bloomfield Middle School	03289			x		
21	Bibb County	1300420	Bruce Elementary	03744			x		
22	Bibb County	1300420	Central High School	01942	x				
23	Bibb County	1300420	Hartley Elementary School	00241			x		
24	Bibb County	1300420	Howard High School	03726			x		
25	Bibb County	1300420	Ingram/Pye Elementary School	00226			x		
SCHOOLS ELIBIGLE FOR FY 2010 SIG FUNDS									
	LEA Name	NCES LEA ID #	School Name	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
26	Bibb County	1300420	King - Danforth Elementary School	00199			x		
27	Bibb County	1300420	Macon Behavioral Health System	03676			x		
28	Bibb County	1300420	Westside High	01918			x		
29	Brooks County	1300540	Brooks County High School	00263	x				
30	Bryan County	1300570	Bryan County High School	02396			x		
31	Burke County	1300660	Burke County Middle School	01990			x		
32	Butts County	1300690	Jackson High School	00301			x		
33	Calhoun County	1300750	Calhoun County Middle/High School	00310			x		
34	Candler County	1300810	Metter High School	00317			x		
35	Carroll County	1300840	Bay Springs Middle School	02239			x		
36	Carroll County	1300840	Villa Rica Middle	03301			x		
37	Catoosa County	1300930	West Side Elementary School	00349			x		
38	Charlton County	1300990	Folkston Elementary School	02241			x		
39	Chatham County	1301020	DeRenne Middle School	00362			x		
40	Chatham County	1301020	Groves High School	00413		x			
41	Chattooga County	1301080	Chattooga High School	00418			x		
42	Chattooga County	1301080	Leroy Massey Elementary School	03307			x		
43	Chattooga County	1301080	Summerville Middle School	00422			x		
44	Clarke County	1301170	Burney-Harris-Lyons Middle School	00456			x		
45	Clarke County	1301170	Cedar Shoals High School	00453					

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46	Clarke County	1301170	Clarke Central High School	00449			x		
47	Clarke County	1301170	Clarke Middle School	00443			x		
48	Clarke County	1301170	Coile Middle School	01106			x		
49	Clayton County	1301230	Jonesboro High School	00473			x		
50	Clayton County	1301230	Jonesboro Middle School	00465			x		
51	Clayton County	1301230	Lake Ridge Elementary School	00812			x		
52	Clayton County	1301230	Lovejoy Middle School	02105			x		
53	Clayton County	1301230	Morrow High School	00487			x		
54	Clayton County	1301230	Mount Zion High School	02068			x		
55	Clayton County	1301230	Mundy's Mill High School	02523			x		
56	Clayton County	1301230	North Clayton High School	00467			x		
SCHOOLS ELIBIGLE FOR FY 2010 SIG FUNDS									
	LEA Name	NCES LEA ID #	School Name	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
57	Clayton County	1301230	Pointe South Middle School	00478			x		
58	Clayton County	1301230	Riverdale High School	00477			x		
59	Cobb County	1301290	Devereux Ackerman Academy	03679			x		
60	Cobb County	1301290	Osborne High School	00521			x		
61	Coffee County	1301350	Coffee Middle School	03321			x		
62	Colquitt County	1301380	Colquitt County High School	00591			x		
63	Colquitt County	1301380	Cox Elementary School	00598			x		
64	Colquitt County	1301380	Gray Junior High School	00588			x		
65	Colquitt County	1301380	Stringfellow Elementary School	00589			x		
66	Crawford County	1301530	Crawford County High School	00080			x		
67	Crisp County	1301560	Crisp County High School	00769			x		
68	Crisp County	1301560	Crisp County Middle School	01508			x		
69	Decatur County	1301710	Bainbridge High School	00612			x		
70	DeKalb County	1301740	Avondale High School	00655	x				
71	DeKalb County	1301740	Avondale Middle School	02369			x		

**Georgia Department of Education
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72	DeKalb County	1301740	Cedar Grove High School	00639			x		
73	DeKalb County	1301740	Columbia High School	00666			x		
74	DeKalb County	1301740	Cross Keys High School	00707			x		
75	DeKalb County	1301740	DeKalb/Rockdale PsychoEducation Center	00250			x		
76	DeKalb County	1301740	Elizabeth Andrews High School	03921					
77	DeKalb County	1301740	Freedom Middle School	02370			x		
78	DeKalb County	1301740	Indian Creek Elementary School	00740			x		
79	DeKalb County	1301740	International Student Center	03559			x		
80	DeKalb County	1301740	Lithonia High School	02537			x		
81	DeKalb County	1301740	Lithonia Middle School	02858			x		
82	DeKalb County	1301740	Martin Luther King, Jr. High School	02479			x		
83	DeKalb County	1301740	Mary McLeod Bethune Middle School	02482			x		
84	DeKalb County	1301740	McNair Middle School	00649			x		
85	DeKalb County	1301740	Miller Grove High School	03332			x		
SCHOOLS ELIBIGLE FOR FY 2010 SIG FUNDS									
	LEA Name	NCES LEA ID #	School Name	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
86	DeKalb County	1301740	Miller Grove Middle School	01568			x		
87	DeKalb County	1301740	Oakview Elementary	03334			x		
88	DeKalb County	1301740	Redan High School	00636			x		
89	DeKalb County	1301740	Ronald E McNair Discover Learning Academy Elementary School	03766			x		
90	DeKalb County	1301740	Stephenson High School	01553			x		
91	DeKalb County	1301740	Stone Mill Elementary School	00662			x		
92	DeKalb County	1301740	Stone Mountain High School	00644			x		
93	DeKalb County	1301740	Towers High School	00686	x				
94	Dougherty County	1301830	Albany High School	00819	x				

**Georgia Department of Education
SIG Tiers I, II, III Eligible Schools List**

95	Dougherty County	1301830	Dougherty Comprehensive High School	00832			x		
96	Dougherty County	1301830	Dougherty International Education Middle School	00826			x		
97	Dougherty County	1301830	Monroe High School	00824			x		
98	Douglas County	1301860	Lithia Springs Comprehensive High School	00853		x			
99	Douglas County	1301860	Stewart Middle School	00861			x		
100	Douglas County	1301860	Turner Middle School	00856			x		
101	Early County	1301920	Early County High School	00884			x		
102	Elbert County	1302010	Elbert County High School	00894			x		
103	Emanuel County	1302040	Swainsboro Middle School	02034			x		
104	Evans County	1302070	Claxton High School	00909			x		
105	Franklin County	1302250	Franklin County High School	00961			x		
106	Fulton County	1302280	Banneker High School	00967			x		
107	Fulton County	1302280	Creekside High School	02120			x		
108	Fulton County	1302280	McClarín Alternative School	02037			x		
109	Fulton County	1302280	McNair Middle School	02035			x		
110	Fulton County	1302280	North Springs High School	01024			x		
111	Fulton County	1302280	Renaissance Middle School	03563			x		
112	Fulton County	1302280	Tri-Cities High School	02124			x		
SCHOOLS ELIBIGLE FOR FY 2010 SIG FUNDS									
	LEA Name	NCES LEA ID #	School Name	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
113	Gainesville City	1302310	Gainesville Middle School	03897			x		
114	Glynn County	1302400	Burroughs-Molette Elementary School	01067			x		
115	Gordon County	1302430	Sonoraville East Middle School	02174			x		
116	Greene County	1302490	Anita White Carson Middle School	02383			x		

**Georgia Department of Education
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117	Greene County	1302490	Greene County High School	02386	x				
118	Gwinnett County	1302550	Berkmar High School	01905			x		
119	Haralson County	1302670	Buchanan Elementary School	01180			x		
120	Haralson County	1302670	Haralson County High School	01183			x		
121	Haralson County	1302670	Haralson County Middle School	01639			x		
122	Haralson County	1302670	West Haralson Elementary School	01182			x		
123	Henry County	1302820	Henry County Middle School	01206			x		
124	Houston County	1302880	Northside High School	01230			x		
125	Irwin County	1302910	Irwin County High School	01246		x			
126	Irwin County	1302910	Irwin County Middle School	01243			x		
127	Jasper County	1302970	Jasper County High School	03423			x		
128	Jasper County	1302970	Jasper County Middle School	02397			x		
129	Jefferson County	1303060	Jefferson County High School	01291			x		
130	Jenkins County	1303090	Jenkins County High School	01270			x		
131	Johnson County	1303120	Johnson County High School	00055			x		
132	Johnson County	1303120	Johnson County Middle School	02400			x		
133	Jones County	1303150	Jones County High School	01279			x		
134	Lamar County	1303210	Lamar County Comprehensive High School	01294			x		
135	Lamar County	1303210	Lamar County Middle School	02273			x		
136	Lanier County	1303240	Lanier County Elementary School	03829			x		
137	Laurens County	1301890	East Laurens High School	01707		x			
138	Macon County	1303450	Macon County High School	01322			x		
139	Macon County	1303450	Macon County Middle School	01329			x		
140	Meriwether County	1303630	Greenville High School	01364	x				
141	Meriwether County	1303630	Greenville Middle School	02336			x		

SCHOOLS ELIBIGLE FOR FY 2010 SIG FUNDS

	LEA Name	NCES LEA ID #	School Name	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
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**Georgia Department of Education
SIG Tiers I, II, III Eligible Schools List**

142	Meriwether County	1303630	Manchester High School	01362			x		
143	Murray County	1303840	Murray County High School	01381			x		
144	Muscogee County	1303870	Baker Middle School	02420			x		
145	Muscogee County	1303870	Brewer Elementary School	02184			x		
146	Muscogee County	1303870	Carver High School	01439			x		
147	Muscogee County	1303870	Eddy Middle School	01432			x		
148	Muscogee County	1303870	Fox Elementary School	01449			x		
149	Muscogee County	1303870	Kendrick High School	01421	x				
150	Newton County	1303930	Ficquett Elementary School	01455			x		
151	Newton County	1303930	Indian Creek Middle School	02224			x		
152	Newton County	1303930	Middle Ridge Elementary School	02222			x		
153	Paulding County	1304020	Paulding County High School	01471		x			
154	Polk County	1304200	Harpst Academy	03614			x		
155	Polk County	1304200	Rockmart High School	01509			x		
156	Polk County	1304200	Rockmart Middle School	03442			x		
157	Pulaski County	1304220	Pulaski County Elementary School	01513			x		
158	Quitman County	1304290	Quitman County High School	03850			x		
159	Randolph County	1304350	Randolph Clay High School	02427	x				
160	Richmond County	1304380	Academy of Richmond County High School	01528			x		
161	Richmond County	1304380	Barton Chapel Elementary School	01552			x		
162	Richmond County	1304380	Butler High School	01562			x		
163	Richmond County	1304380	Cross Creek High School	02339			x		
164	Richmond County	1304380	Hephzibah High School	01549			x		
165	Richmond County	1304380	Jenkins-White Elementary Charter School	02512			x		
166	Richmond County	1304380	Langford Middle School	01559			x		
167	Richmond County	1304380	Murphey Middle Charter School	01579			x		
168	Richmond County	1304380	W.S. Hornsby K-8 School	03924			x		
169	Richmond County	1304380	Westside High School	01542			x		

**Georgia Department of Education
SIG Tiers I, II, III Eligible Schools List**

SCHOOLS ELIBIGLE FOR FY 2010 SIG FUNDS									
	LEA Name	NCES LEA ID #	School Name	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
170	Screven County	1304500	Screven County High School	01611			x		
171	Seminole County	1304530	Seminole County Middle/High School	01391			x		
172	Spalding County	1302520	Cowan Road Middle School	02430			x		
173	Spalding County	1302520	Spalding High School	02429			x		
174	Sumter County	1304620	Americus Sumter County High North	01629			x		
175	Talbot County	1304650	Central Elementary/High School	01637			x		
176	Taylor County	1304800	Taylor County High School	02440			x		
177	Telfair County	1304830	Telfair County Elementary	02986			x		
178	Terrell County	1304860	Terrell High School	01658			x		
179	Thomaston-Upson County	1305280	Upson-Lee High School	01724			x		
180	Thomasville City	1304950	Thomasville High School	01673			x		
181	Tift County	1304980	Northeast Campus, Tift County High School	01691			x		
182	Tift County	1304980	Tift County High School	02282			x		
183	Treutlen County	1305100	Treutlen Middle/High School	01699			x		
184	Twiggs County	1305220	Jeffersonville Elementary	03707			x		
185	Twiggs County	1305220	Twiggs Middle School	03611			x		
186	Valdosta City	1305310	Newbern Middle School	01076			x		
187	Valdosta City	1305310	Valdosta High School	01732			x		
188	Vidalia City	1305340	Vidalia Comprehensive High School	01739			x		
189	Walker County	1305370	LaFayette High School	02286			x		
190	Walton County	1305390	Monroe Area High School	01772			x		
191	Ware County	1305430	Ware County High School	01777			x		
192	Warren County	1305460	Warren County High School	01782			x		

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193	Wayne County	1305550	Martha Rawls Smith Elementary School	00706			x		
194	Webster County	1305580	Webster County High Schools	03575		x			
195	Wheeler County	1305640	Wheeler County High School	01811			x		
196	Wilcox County	1305730	Wilcox County High School	02232	x				
197	Wilcox County	1305730	Wilcox County Middle School	02451			x		
SCHOOLS ELIBIGLE FOR FY 2010 SIG FUNDS									
	LEA Name	NCES LEA ID #	School Name	NCES School ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
198	Wilkinson County	1305790	Wilkinson County High School	01841			x		
199	Worth County	1305850	Worth County High School	01849			x		

**Georgia Department of Education
SIG Tiers I, II, III Eligible Schools List**

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	Newly Eligible
1	Atlanta Public Schools	1300120	Crim High School	00120	x				
2	Atlanta Public Schools	1300120	Douglass High School	00089	x				
3	Bibb County	1300420	Southwest High School	01944	x				
4	Bibb County	1300420	Northeast High School	01943	x			x	
5	Bibb County	1300420	Rutland High School	02610	x			x	
6	Bibb County	1300420	William S. Hutchings Career Center	02477	x			x	
7	Burke County	1300660	Burke County High School	01991	x			x	
8	Carroll County	1300840	Temple High School	02097		x			
9	Chatham County	1301020	Beach High School	00376	x			x	
10	Dade County	1301590	Dade County High School	00775		x			
11	DeKalb County	1301740	McNair High School	00712	x				
12	DeKalb County	1301740	Clarkston High School	00708	x			x	
13	Dooly County	1301800	Dooly County High School	01889	x			x	
14	Henry County	1302820	Henry County High School	01208		x			
15	Muscogee County	1303870	Spencer High School	01418	x			x	
16	Muscogee County	1303870	Jordan Vocational High School	01430	x			x	
17	Peach County	1304050	Peach County High School	01483		x			
18	Pulaski County	1304220	Hawkinsville High School	01514		x			
19	Richmond County	1304380	Laney High School	01573	x				
20	Richmond County	1304380	Glenn Hills High School	01536	x				
21	Richmond County	1304380	Josey High School	01533	x			x	
22	Spalding County	1302520	Griffin High School	01092	x			x	
23	State Schools	1300022	Atlanta Area School for the Deaf	03061	x				
24	State Schools	1300022	Georgia School for the Deaf	03063	x				
25	Stewart County	1304590	Stewart County High School	02432	x			x	
26	Walker County	1305370	Ridgeland High School	02093	x			x	