

**APPLICATION COVER SHEET**  
**SCHOOL IMPROVEMENT GRANTS**

<b>Legal Name of Applicant:</b> Massachusetts Department of Elementary and Secondary Education	<b>Applicant's Mailing Address:</b> 75 Pleasant St. Malden, MA 02148
<b>State Contact for the School Improvement Grant</b> Name: Cathryn Gardner Position and Office: Manager, Title I Strategic Planning, Center for Targeted Assistance Contact's Mailing Address: 75 Pleasant St, Malden, MA 02148 Telephone: 781 338 3556 Fax: 781-335-3589 Email address: cgardner@doe.mass.edu	
<b>Chief State School Officer (Printed Name):</b> Mitchell D Chester	<b>Telephone:</b> 781-338-3100
<b>Signature of the Chief State School Officer:</b> X 	<b>Date:</b> 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.	

# School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

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**State Name:**Massachusetts -- March 4, 2011 Resubmission



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



OMB Number: 1810-0682  
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## Paperwork Burden Statement

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



# SCHOOL IMPROVEMENT GRANTS

## **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

## **Availability of Funds**

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

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

## **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

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

## **Consultation with the Committee of Practitioners**

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

# FY 2010 Submission Information

## **Electronic Submission:**

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

The SEA should submit its FY 2010 application to the following address: [school.improvement.grants@ed.gov](mailto:school.improvement.grants@ed.gov)

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

## **Paper Submission:**

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

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

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

## **Application Deadline**

Applications are due on or before December 3, 2010.

## **For Further Information**

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

# **FY 2010 Application Instructions**

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

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

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

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

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

**APPLICATION COVER SHEET**  
**SCHOOL IMPROVEMENT GRANTS**

<p>Legal Name of Applicant: Massachusetts Department of Elementary and Secondary Education</p>	<p>Applicant's Mailing Address: 75 Pleasant St. Malden, MA 02148</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Matthew Pakos</p> <p>Position and Office: Manager, School Improvement Grant Programs, Center for Targeted Assistance</p> <p>Contact's Mailing Address: 75 Pleasant St, Malden, MA 02148</p> <p>Telephone: 781 338 3507</p> <p>Fax: 781-335-3318</p> <p>Email address: MATitleonedirector@doe.mass.edu</p>	
<p>Chief State School Officer (Printed Name): Mitchell D Chester</p>	<p>Telephone: 781-338-3100</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>	

# FY 2010 Application Checklist

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

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

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

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

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

SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

### **PART I: SEA REQUIREMENTS**

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

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

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

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

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

<input checked="" type="checkbox"/> <b>Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009</b>	<input type="checkbox"/> <b>Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010</b>
<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i>	<i>For an SEA revising its definition of PLA schools, please select the following option:</i>

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

*SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)*

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

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

1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

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

**Massachusetts – Persistently Lowest-Achieving Schools Definition  
Process for Identifying the Persistently Lowest Achieving Candidate Schools  
(Approved by the U.S. Department of Education, April 13, 2010)**

This document describes the methodology that staff from the Massachusetts Department of Elementary and Secondary Education (ESE) used to identify Tier 1 and 2 candidate schools. We sought to identify schools that were both low performing on the Massachusetts Comprehensive Assessment System (MCAS) over a four year period and not showing signs of substantial improvement over that interval.

Note: In accordance with our approved March 2010 ‘minimum n-size’ waiver request, for validity and reliability, Massachusetts does not assign a Composite Performance Index (CPI), or median Student Growth Percentile for schools with less than 20 students included in a particular timeframe. Similarly, Massachusetts does not assign a graduation rate for schools with less than 6 students in a graduation cohort. Consequently, these schools are excluded from the Tier I and Tier II pools described in the methodology below and are included in our list of Tier III schools.

**Methodology:**

**Tier 1, Part 1:** Tier 1 schools consist of all Title I schools in the Commonwealth in Improvement, Corrective Action, or Restructuring. Of the 1,831 schools in the state, 645 met these criteria. We consider the bottom 5% (33) of these 645 schools to be the persistently lowest achieving schools in the commonwealth. ESE staff produced percentile ranks (1-99) for the ‘all students’ group in the 645 schools based on several *performance* indicators:<sup>1</sup>

2006 ELA Composite Performance Index (CPI)	2006 Math Composite Performance Index (CPI)
2007 ELA Composite Performance Index (CPI)	2007 Math Composite Performance Index (CPI)
2008 ELA Composite Performance Index (CPI)	2008 Math Composite Performance Index (CPI)
2009 ELA Composite Performance Index (CPI)	2009 Math Composite Performance Index (CPI)
2006 ELA MCAS % Warning/Failing	2006 Math MCAS % Warning/Failing
2007 ELA MCAS % Warning/Failing	2007 Math MCAS % Warning/Failing
2008 ELA MCAS % Warning/Failing	2008 Math MCAS % Warning/Failing
2009 ELA MCAS % Warning/Failing	2009 Math MCAS % Warning/Failing

<sup>1</sup> Massachusetts has applied for a “minimum N” waiver.

We then generated a composite of those percentile ranks for each school and selected the lowest 10% (65) schools based on that composite average. Then, of these lowest 65 *performing* schools, we sought to determine which of them exhibited the lowest amount of positive *movement* over the past four years. In other words, we tried to answer to the question: Of the lowest performing schools in the state, which are the most “stuck”. We used six indicators to determine movement:

The mean of 2008 and 2009 ELA CPI <i>minus</i> the mean of 2006 and 2007 CPI
The mean of 2008 and 2009 Math CPI <i>minus</i> the mean of 2006 and 2007 CPI
2008 Math Median Student Growth Percentile*
2008 ELA Median Student Growth Percentile*
2009 Math Median Student Growth Percentile
2009 ELA Median Student Growth Percentile

\*In the few instances where 2008 Median Student Growth Percentiles were not able to be calculated, we used 50 (the state average) as a proxy.

We then generated percentile ranks for each movement indicator and created a composite of those ranks. Of the lowest performing 65 schools, we identified half (32.5 rounded up to 33) that exhibited the least amount of improvement and designated those schools as Tier 1, thus giving us the lowest 5% of schools according to both achievement and growth.

**Tier 1, Part 2:** A completely separate list of persistently lowest achieving schools was generated consisting of all Title I high schools in status (not identified in Tier 1, Part 1) that graduate less than 60% of their students in the most recent two consecutive years. These are also considered Tier 1 schools. High schools are defined as any school that graduates a student.

**Tier 2, Part 1:** The ESE then determined the lowest performing secondary schools that are eligible for Title I funds<sup>2</sup>. We define secondary schools as any school that graduates a student, plus middle schools<sup>3</sup>. Secondary schools that are eligible for Title I funds include the following:

- Any secondary school that has a low income student population greater than or equal to 35%, or
- Any secondary school that has a low income student population greater than or equal to its district-wide poverty average, or
- Any secondary school that has a low income student population greater than or equal to its appropriate grade span poverty average.

<sup>2</sup> Massachusetts has applied for a waiver in order to include Title I-participating secondary schools that either have missed AYP for at least two consecutive years or are in the lowest quintile of schools in the state in terms of proficiency and are not identified as persistently lowest-achieving schools in Tier I

<sup>3</sup> Elementary-middle schools, such as K-8 schools, are not considered secondary.

There are 605 secondary schools in the Commonwealth that were not identified in Tier 1 Part 1 and are eligible for Title I funds. Of the 605 schools, we sought to determine the lowest 5% (31) performing schools. ESE staff produced percentile ranks (1-99) for all 605 schools based on the 16 performance indicators mentioned in Tier 1, Part 1. We then generated a composite of those percentile ranks for each school and selected the lowest 10% (61) of schools based on that composite average. Then, of these lowest 61 *performing* schools, we sought to determine which of them exhibited the lowest amount of positive *movement* over the past four years using the exact method we used in Tier 1, Part 1. The result was the lowest 5% (30.5 rounded up to 31) of secondary schools eligible for Title I funds according to both achievement and growth.

**Tier 2, Part 2:** A completely separate list of persistently lowest achieving schools was generated consisting of all high schools eligible for Title I funds (not identified in Tier 1, Parts 1 and 2 or Tier 2, Part 1) that graduate less than 60% of their students in the most recent two consecutive years. These are also considered Tier 2 schools. High schools are defined as any school that graduates a student.

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

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

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE <sup>4</sup>

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

**EXAMPLE:**

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

<sup>4</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

**EXAMPLE:**

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

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

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

**B. EVALUATION CRITERIA:**

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

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

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

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

**SEA is using the same evaluation criteria as FY 2009.**

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

**Insert response to Section B Evaluation Criteria here:**

All of the information that is required for an LEA’s application for SIG funding is elicited within the LEA subgrant application, which consists of the Redesign Plan (Appendix **B**) and the Budget Workbook (Appendix **C**). As described in the introduction, ESE has attempted to integrate both state and federal requirements within the existing

framework for Accountability and Assistance to the extent possible. The specific elements related to the federal requirements, both generally and for each specific intervention model, are integrated within the Redesign Plan (see the footnotes within Appendix B).

Each component of a district's Redesign Plan for an eligible school will be reviewed along three rubric dimensions:

- Capacity and Commitment
- Data Analysis and Selection of Supports and Intervention Model
- Strategic and Actionable Approach

Each element within each dimension described above will be rated using the following scale.

- Strong
- Adequate
- Marginal
- Weak
- Absent
- 

These are fully detailed in the attached Scoring Rubric (Appendix D) that ESE will use to evaluate the Redesign Plan.

### **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.

ESE will utilize the attached Scoring Rubric (see Appendix D)—in particular the dimension "Data Analysis and Selection of Supports and Intervention Model"—to assess each relevant component of the Redesign Plan to evaluate this LEA action.

- (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.

ESE will utilize the attached Scoring Rubric (see Appendix D)—in particular the dimension "Capacity and Commitment"—to assess each relevant component of the Redesign Plan to evaluate this LEA action.

- (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).

ESE will utilize the attached Scoring Rubric (see Appendix D) along each of the three rubric dimensions described above to assess the budget component of the Redesign Plan to evaluate this LEA action.

Note: Due to the number of Tier I and II schools identified in Massachusetts, we do not plan to fund Tier III schools in this round of SIG grants.

## **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.

ESE will utilize the attached Scoring Rubric (see Appendix D)—in particular the dimension “Data Analysis and Selection of Supports and Intervention Model”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.

- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.  
ESE will utilize the attached Scoring Rubric (see Appendix D)—in particular the dimension “Capacity and Commitment”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.
- (3) Align other resources with the interventions.  
ESE will utilize the attached Scoring Rubric (see Appendix D)—in particular the dimension “Capacity and Commitment”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.  
ESE will utilize the attached Scoring Rubric (see Appendix D)—in particular the dimension “Capacity and Commitment”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.
- (5) Sustain the reforms after the funding period ends.  
ESE will utilize the attached Scoring Rubric (see Appendix D)—in particular the dimension “Capacity and Commitment”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.

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

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

(1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

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

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

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

1)ESE will utilize the attached Scoring Rubric (see Appendix D)—in particular the element line in each dimension titled “Implementation timeline and Benchmarks” and “Budget”—to assess each relevant component of the Redesign Plan to evaluate these LEA activities.

2) ESE will describe “Allowable Activities” in Section IV: Implementation Timeline and Benchmarks of the School Redesign Plan Requirements. ESE will utilize the attached Scoring Rubric (see Appendix D) – in particular, the element line in each dimension titled “Implementation timeline and Benchmarks” and “Budget”—to assess each relevant component of the Redesign Plan to evaluate these LEA activities.

**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:**

**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.

Given the overall number of Tier I schools (57) identified in Massachusetts and several districts that have multiple Tier I schools, it is possible that districts may choose not to serve all eligible Tier I schools. In some cases, this may be simply due to the sheer number of Tier I schools that are identified for intervention. In such instances, the district will be required to describe why it lacks sufficient capacity to implement one of the four intervention models in all Tier I schools as part of its SIG application. This explanation is required within the Grant Budget Workbook (Appendix C) when an LEA indicates it will not serve one or more of its Tier I schools. Factors ESE will consider as part of its evaluation of an LEA's lack of capacity claim include:

- The district's overall response to district capacity elements described above.
- Documentation of district efforts such as unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model;
- The unavailability of CMOs or EMOs willing to restart schools in the LEA; or
- The district's intent to serve certain Tier II schools instead of all its Tier I schools

In addition, ESE will also inquire about the district's lack of capacity during the interview of district and school leaders during the grant review process.

In an instance where ESE determines that an LEA has more capacity that it claims (and there are sufficient SIG funds remaining to support interventions at additional Tier I schools), ESE may require the LEA to include additional Tier I schools in a resubmission of its SIG 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) SEA process and timeline for approving LEA applications.

**Overview**

The Massachusetts Department of Elementary and Secondary Education (ESE) is preparing to conduct a comprehensive School Turnaround grant competition that will result in 3-year grant awards. (Year 2 and Year 3 funding will be contingent on sufficient progress toward measurable annual goals and implementation of intervention model selected.)

All eligible Tier I and Tier II schools can apply at the deadline. Awards will be made for interventions to begin fully in September 2011. ESE intends to prioritize our newly identified Level 4 schools for funding. The term ‘Level 4 school’ is a school accountability identification under the Massachusetts school accountability framework. Statutory requirements for plan development in Level 4 schools are posted here:

[http://www.doe.mass.edu/sda/framework/level4/ch69s1J\\_summary.pdf](http://www.doe.mass.edu/sda/framework/level4/ch69s1J_summary.pdf).

Should ESE have enough funds to serve Tier III schools, funding decisions and implementation will follow the timeline below.

**Detailed Description of LEA Application Review Process**

The Department’s goal for its grant review process is to conduct a professional, comprehensive, transparent, efficient and equitable review of federal school turnaround grant applications from districts with the persistently lowest performing schools so that those districts with approvable proposals can begin implementation of bold intervention efforts in September 2011 for the duration of three years. As mentioned previously, this grant review process is also intended to meet the requirements of the recently passed state law for turnaround schools.

**Guiding Principles of review process**

- This process will result in an immediate review and notification to districts following submission of applications with strict timelines;
- This is a priority process and critical task for ESE; staff are available and ready; other tasks are de-prioritized for this time period;
- The process is transparent with definitions, rubrics, criteria, multi-reviewers on each application, and publicly available findings and determinations.

**Participation in Review Process**

ESE intends to have internal ESE staff participate in the review process. These participants may include staff from the Department’s Center for Targeted Assistance including the Office of School Redesign, the Office of Urban District Assistance and staff from the School Improvement grant programs unit. Additionally, staff from the Center for Accountability, the Center for Curriculum and Instruction (including math, ELA, English Language Learner specialists), the Office of Special Education, Secondary programs and Vocational schools and the Charter School

office may be involved.

ESE's review process of LEA application will also include external participants such as non-interested consultants, practitioners and peer reviewers. We are exploring the possibility of the use of an external facilitator to lead process in order to best ensure transparency and equity.

### **Scoring Process**

As described above, all grant applications will be scored against the rubric (see Appendix F). The minimum score to be considered for funding is 90 points out of a total possible 120 points. If federal intervention and assurances/waivers requirements are not met (No rating), the application will be ineligible for funding.

### **Interview Component of Review Process**

In addition to the scored review of the written application (which includes a comprehensive Redesign Plan, a 3 year budget, annual measurable goals and signed assurances), we anticipate conducting rigorous interviews of district and school leaders, with a focus on the redesign teams, as an additional component of the application and review process. Depending on the quantity of applications received, districts will be invited to these interviews if the review score of their grant application is at least 82 out of 120 points with all components completed. These "borderline" scores could be increased based on the results of the interview process. A potential 8 bonus points could be awarded which would render their grant application score in the fundable range. As indicated on the preceding timeline, these interviews will take place during the week of **February 14**, 2011.

For each application that falls into this 'borderline' category, we would invite a district team and a school team. The district team would likely include: (1) the Superintendent (or designee); (2) a member of the School Committee; and (3) and the district leader responsible for coordinating the implementation of school redesign efforts. The school team would likely include up to five individuals: (1) the Principal (or designee); (2) two members of the school's redesign team; (3) the administrator(s) responsible for coordinating and managing school redesign effort; and (4) teachers or other individuals (e.g., parents, students) that can speak to the willingness of the school to engage in the proposed redesign effort.

During the interview, the district and school team will be jointly asked to respond to a set of standard questions and to address areas in the proposal that the review team identified as needing clarification or additional detail. A District and School Interview scoring rubric will be used during the interview process (attached). The focus of the interview is to collect evidence that district and school leaders (a) understand the needs of identified schools and barriers to successful implementation of proposed intervention models, (b) display a demonstrated urgency and willingness to engage in the hard work needed to dramatically change and improve identified schools and (c) demonstrate a thorough understanding of the proposed strategies and interventions, including the actions (e.g., policy actions, changes in structures, changes in behavior and culture, and additional initiatives) that need to occur for the district and school redesign efforts to be successful. A complete interview record will be prepared and maintained as part of the district's grant application folder.

### Timeline for LEA applications for Tier I and Tier II schools

Action	Date
LEA application for Tier I and II schools officially made available to eligible districts	December 2010
ESE technical assistance to support grant application development	November, December 2010; January 2011
LEA application submission deadline	Friday, January 28, 2011, 5 pm
ESE review process: - Reviewer evaluation of written proposals - Interviews with district and school leaders	February 3 – February 18, 2011
ESE announces SIG awards	Wednesday, March 2, 2011
FY09 and FY10 SIG funds made available to LEA grantees	Upon ESE approval (on March 4, 2011)
Grant recipients begin pre-implementation of school turnaround grant activities Full implementation	Upon ESE approval (beginning March 4, 2011) By September 1, 2011
Approved LEA grant applications and summary of grant awards posted on ESE website	By April 1, 2011

**D (PARTS 2-8). DESCRIPTIVE INFORMATION:**

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

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

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

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

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

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

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

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

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

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

*Note: Original December 2010 submission used same descriptive information for Section D Parts 2-8 as FY 2009. Massachusetts has revised this information based on feedback from ED reviewers for March 2011 resubmission.*

### SEA process for reviewing LEA's annual goals

A cross-agency team of ESE staff formed a Measurable Annual Goals working group that has conducted empirical benchmark analysis on a variety of metrics, in order to provide clear guidance to LEAs about ambitious-but-attainable targets as they develop their grant applications.

Foremost, ESE seeks to provide guidance for annual student achievement targets over a three-year period for eligible schools. ESE developed a formula for each eligible school to calculate its Measurable Annual Goals that was grounded in an analysis of what is "ambitious" but "achievable".

ESE used linear regression, a statistical analysis technique, to predict how much an eligible school with a given starting point should improve over three years based on the actual improvement of schools statewide in the prior three years. Unlike those improving schools, however, the performance of Tier I and II schools remained flat or declined. Schools receiving School Improvement Grants are therefore required to reach goals that have been attained by other faster-improving schools.

Because the model uses an equation that accounts for the improvement made by hundreds of aggregate and high-needs<sup>5</sup> groups, ESE can set goals for student groups at every performance level with a degree of precision that is not possible using other approaches, even though those other approaches may be simpler to understand.

Current guidance provided to LEAs for measurable annual goals for student achievement on the state's assessments in both English language arts and mathematics centers around the following metrics in the aggregate and for students identified as high-needs. See Appendix E for Massachusetts' guidance to School Improvement Grant applicants regarding the requirements for setting Measurable Annual Achievement Goals, including a template displaying Year 1, Year 2, and Year 3 targets.

ESE has established a process for reviewing an LEA's annual goals that does the following (a) provides timely analysis and reporting of annual goals for which the Department has the relevant and appropriate data; (b) does not burden districts by doing internal analysis of data that ESE has access to; (c) is done in a timely fashion so as to report back to districts results of the analysis; (d) is submitted by districts in an electronic reporting manner that is consistent across all grantees; and (e) allows for an appeal process in cases where the recommendation is to end the grant award.

Specifically, once statewide assessment (MCAS) scores are available in August, ESE will review each of the awarded schools' performance to determine if the schools' "ambitious but achievable" measurable annual goals were met in each identified area. In cases where measurable annual goals are not met, ESE will assist districts in identifying reasons for the underperformance. This data, along with a) qualitative data collected every spring through site visits to the schools to assess the status of ongoing implementation benchmarks, and b) an LEA's revisions to the plan that describe mid-course corrections in plan implementation in light of failure to meet the measurable annual goals, will be used to inform decisions about renewing an LEA's School Improvement Grant for each year subsequent to the initial grant year.

In sum, ESE will determine whether to renew an LEA's School Improvement Grant by (1) assessing the

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<sup>5</sup> A high-needs student is defined as a student belonging to one or more of the following groups: special education, eligibility for free or reduced-price lunch, and limited English proficient (LEP). The academic progress of a school's high-needs students is a key indicator of the extent to which the school has addressed achievement gaps among different groups of historically disadvantaged students and between high-needs students and all students statewide.

documented progress towards full implementation of the selected intervention model; (2) progress towards meeting annual student achievement goals and other outcome measures and (3) determination of the fiscal fidelity that has been exercised by each LEA.

**(2) SEA process for reviewing LEA's annual goals for Tier III schools**

ESE does not anticipate having sufficient funds to make awards to eligible Tier III schools. However, if funds remained beyond the current estimated expenditures and ESE made grant awards to LEAs with Tier III schools, the annual review process would be similar to that for Tier I and II above.

**(3) SEA monitoring of each SIG grant recipient**

MA ESE intends to monitor each LEA that receives a School Improvement grant with the following approach (see Appendix F for comprehensive documentation on monitoring and evaluation process)

- Grants monitoring/fiscal review - quarterly
- On an annual basis, ESE will monitor the annual student achievement goals set by each school and district that is a grant recipient
- More frequent monitoring of other goals – early indicators through progress monitoring of implementation benchmarks in an interactive online format
- Annual District and school site visits – sampling done in each district
- Consultation and intersection with ESE accountability work
- Comprehensive independent evaluation (see Administration, set aside section and Appendix G)

**(4) SEA prioritization of grants to LEAs**

ESE intends to prioritize the 100 schools in Tier I and Tier II by making this grant opportunity available to these schools primarily and first. (Please see #6 below in regards to Tier III.) Within the group of Tier I and Tier II schools, MA ESE intends to prioritize a subset of 33 schools that have recently been identified as Level 4 under the state's newly adopted Accountability and Assistance framework and under the state's newly approved legislation. These schools, under the recently passed state law, will have new authorities around staffing, collective bargaining, and other authorities that strongly position them for strategic use of federal school turnaround funds. Any eligible Tier I, II, or III school must meet the fundability threshold (90 out of 120 points on the grant scoring rubric) to receive funding. In the event that there are more fundable applications than funds available, grants will be awarded in this priority order:

- Level 4 schools
- Districts with more than one eligible school or other schools in Level 3
- Other eligible schools.

**(5) SEA prioritization among Tier III schools**

ESE does not anticipate having sufficient funds to make awards to eligible Tier III schools. However, if funds remained beyond the current estimated expenditures, ESE would seek to prioritize Tier III schools in RST or CA status for the aggregate student population that demonstrated a willingness to implement one of the four US ED intervention models.

**(6) SEA take-over**

ESE currently does not intend to take over any Tier I or Tier II schools. As part of the state's newly adopted Accountability and Assistance framework, all of these schools fall in a category that is defined by local district

control.

**(7) SEA direct provision of services**

At this time, ESE does not intend to provide services directly to any schools.

## 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:**

MA ESE has reserved 5% of our FY09 and ARRA school improvement funds. From our allocation of \$58,691,435 (*\$9,017,161 FY09 funds plus \$49,674,274 ARRA funds*) this is an amount of \$2,934,572. From our FY10 allocation of \$8,023,626, MA ESE will reserve 5% (\$401,181).

School Year (state fiscal year)	Amount Anticipated	Primary Uses
2010-11 (FY11)	\$667,151	<ul style="list-style-type: none"> <li>ESE Personnel - Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 1 (Cohort 1)</li> </ul>
2011-12 (FY12)	\$667,151	<ul style="list-style-type: none"> <li>ESE Personnel – Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 2 (Cohort 1) and Year 1 (Cohort 2)</li> </ul>
2012-13 (FY13)	\$667,151	<ul style="list-style-type: none"> <li>ESE Personnel – Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 3 (Cohort 1) and Year 2 (Cohort 2)</li> </ul>
2013-14 (FY14)	\$667,151	<ul style="list-style-type: none"> <li>ESE Personnel – Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 3 (Cohort 2)</li> </ul>

Overall, the SEA reservation will help support state administration, oversight and evaluation of grant-funded activities. The funds will support a portion of school improvement grant program staff salaries, administrative costs and state-level school intervention activities (technical assistance). These funds, along with state appropriations for targeted assistance to low performing schools, will provide for program expenses associated with state-level coordination and participant networking activities.

One key position supported by these set aside funds will be the Manager for Title I Strategic

Planning in the Center for Targeted Assistance. This position will develop and implement policies, processes and practices to lead the Department's intervention strategy in the state's lowest performing schools.

This position will support comprehensive turnaround efforts and address the barriers to improved student performance; oversee the development of district plans for school redesign; coordinate the state's targeted delivery of training and assistance to school and district leaders to conduct self-assessments and root cause analysis; participate in the district planning process for school turnaround; ensure that all identified schools receive frequent, dedicated support and feedback on their turnaround initiatives; and coordinate the distribution of federal school improvement funds and the deployment of turnaround partners.

ESE technical assistance in the early stages will help districts analyze the needs of individual schools and match them with the appropriate intervention model and support qualitative school review processes to gain insight into the causes of low performance in each school; assess the root cause of failure and internal capacity to turn the school around.

ESE personnel are preparing to provide tool kits and research packets for district officials and school-level leaders on how to implement school redesign models. Longer term, these efforts will include the screening and recruitment of providers for turnaround, transformation or restart models.

#### *Evaluation*

The Center for Targeted Assistance in partnership with ESE's Office of Strategic Planning, Research and Evaluation seeks to develop and conduct a comprehensive evaluation of the implementation, impact and outcomes of LEA school intervention activities, efforts and models in Tier I and Tier II schools that are awarded these grant funds. See Appendix G for Evaluation Overview

**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 district superintendents, principals, teacher leaders, union representatives, parents and community representatives

**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 Massachusetts 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** Massachusetts 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** Massachusetts 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:**

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

**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

	<b>Schools an SEA MUST identify in each tier</b>	<b>Newly eligible schools an SEA MAY identify in each tier</b>
<b>Tier I</b>	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” <sup>##</sup>	Title I eligible <sup>§§</sup> 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"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier II</b>	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"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. <sup>***</sup>	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"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two years.</li> </ul>

<sup>##</sup> “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.

<sup>§§</sup> 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).

<sup>\*\*\*</sup> 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  
Federal Fiscal Year 2010

## Appendices

3/4/2011 Application Resubmission

<b>APPENDIX</b>	<b>DOCUMENT</b>
<b>A</b>	<b>Schools Eligible for FFY 2010 SIG Funds &amp; Schools Served with FFY 2009 SIG Funds</b>
<b>B</b>	<b>LEA Application – Redesign Plan Requirements</b>
<b>C</b>	<b>LEA Application – Budget Workbook</b>
<b>D</b>	<b>LEA Application – Scoring Rubric</b>
<b>E</b>	<b>Measurable Annual Goals Guidance to Applicants</b>
<b>F</b>	<b>Level 4 Schools Monitoring and Evaluation Plan</b>
<b>G</b>	<b>Consultation E-mail to Committee of Practitioners</b>
<b>H</b>	<b>Online Posting - Notice of Intent to Apply for Waiver</b>
<b>I</b>	<b>LEA Application – Assurances and Waivers</b>
<b>J</b>	<b>FY09 SIG Application N-Size Waiver Approval</b>

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
1	Athol-Royalston	2502160	Athol-Royalston Middle School	250216000176		x			x
2	Bellingham	2502460	Primavera Jr/Sr H S	250246002543		x		x	
3	Boston	2502790	Agassiz	250279000196	x				
5	Boston	2502790	Boston Adult Academy	250279001511		x		x	
6	Boston	2502790	Boston International High School	250279002015	x			x	
7	Boston	2502790	Brighton High	250279000208	x			x	
8	Boston	2502790	Charlestown High	250279000215	x			x	
9	Boston	2502790	Community Academy	250279001617		x		x	
10	Boston	2502790	Community Academy of Science an	250279001902	x			x	
12	Boston	2502790	East Boston High	250279000226	x			x	
13	Boston	2502790	Egleston Comm High School	250279000837		x		x	
15	Boston	2502790	Excel High School	250279002016	x			x	
17	Boston	2502790	Jeremiah E Burke High	250279000261	x			x	
20	Boston	2502790	Madison Park High	250279000282	x			x	
21	Boston	2502790	Mario Umana Middle School Acade	250279000271		x			x
22	Boston	2502790	Monument High School	250279002019	x			x	
23	Boston	2502790	Odyssey High School	250279002026	x			x	
25	Boston	2502790	Patrick F Gavin Middle	250279000300		x			x
27	Boston	2502790	Quincy Upper School	250279001296		x			x
28	Boston	2502790	Social Justice Academy	250279001914	x			x	
29	Boston	2502790	The Engineering School	250279001903	x			x	
31	Boston	2502790	Washington Irving Middle	250279000334		x			x
32	Boston	2502790	William McKinley	250279000342	x				
34	Boston Day and Evening Academy	2500049	Boston Day and Evening Academy	250004901245	x			x	
35	Brockton	2503090	B B Russell Alternative School	250309000966		x		x	
36	Brockton	2503090	Lincoln Alternative School	250309002544	x			x	
37	Brockton	2503090	North Middle School	250309000404		x			x
38	Brockton	2503090	West Middle School	250309000410		x			x
40	Chelsea	2503540	Eugene Wright School	250354001772		x			x
41	Chelsea	2503540	Joseph A. Browne School	250354001776		x			x
42	Chicopee	2503660	Bellamy Middle	250366000491		x			x
43	Chicopee	2503660	Chicopee Academy	250366000720		x		x	
44	Fall River	2504830	John J Doran	250483000666	x				
45	Fall River	2504830	Morton Middle	250483000672		x			
46	Framingham	2504980	Fuller Middle	250498000464		x			x
47	Haverhill	2505970	Dr Paul Nettle	250597000852		x			x
48	Haverhill	2505970	Haverhill Alternative School	250597001698		x		x	
49	Holyoke	2506270	Morgan Elem	250627000910	x				
50	Holyoke	2506270	Wm J Dean Voc Tech High	250627000913	x				

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
51	Lawrence	2506660	Arlington Elementary School	250666001919	x				
52	Lawrence	2506660	Business Management & Finance H	250666002627	x			x	
53	Lawrence	2506660	Humanities & Leadership Developm	250666002633	x			x	
54	Lawrence	2506660	International High School	250666002631	x			x	
55	Lawrence	2506660	School for Exceptional Studies	250666002625	x			x	
56	Lawrence	2506660	South Lawrence East Middle School	250666001920	x				
57	Lowell	2507020	Charlotte M Murkland Elem	250702000092	x				
58	Lowell Community Charter Public (	2500065	Lowell Community Charter Public S	250006501585	x				
59	Lowell Middlesex Academy Charte	2500033	Lowell Middlesex Academy Charter	250003300555		x		x	x
60	Lynn	2507110	Breed Middle School	250711001063		x			x
61	Lynn	2507110	E J Harrington	250711001070	x				
62	Lynn	2507110	Lynn Voc Tech Institute	250711002277		x			x
63	Lynn	2507110	Thurgood Marshall Mid	250711000301		x			x
64	Lynn	2507110	Wm P Connery	250711001087	x				
65	Medford	2507560	Curtis-Tufts	250756002393		x		x	
66	New Bedford	2508430	John Avery Parker	250843001331	x				
67	New Bedford	2508430	Keith Middle School	250843001334		x			x
68	New Bedford	2508430	Normandin Middle School	250843001337		x			x
69	New Bedford	2508430	Roosevelt Middle School	250843001339		x			x
70	New Bedford	2508430	West Side Jr-Sr Hs	250843002590	x			x	
71	Phoenix Charter Academy (District	2500090	Phoenix Charter Academy	250009002112		x		x	x
72	Quincy	2509870	Point Webster Middle	250987001381		x			
73	Revere	2510050	Rumney Marsh Academy	251005001963		x			x
74	Revere	2510050	Seacoast School	251005001659	x			x	
75	Salem	2510380	Collins Middle	251038002404		x			x
76	Smith Leadership Academy Charte	2500077	Smith Leadership Academy Charter	250007702091		x			x
77	Somerville	2510890	Full Circle High School	251089002499		x		x	
78	Springfield	2511130	Alfred G Zanetti	251113001809	x				
79	Springfield	2511130	Brightwood	251113001796	x				
80	Springfield	2511130	Chestnut Street Middle	251113002598	x				
81	Springfield	2511130	Elias Brookings	251113001801	x				
82	Springfield	2511130	Forest Park Middle	251113002600		x			x
83	Springfield	2511130	Gerena	251113001822	x				
84	Springfield	2511130	High School Of Commerce	251113001806	x			x	
85	Springfield	2511130	High School/Science-Tech	251113000901	x			x	
86	Springfield	2511130	Homer Street	251113001808	x				
87	Springfield	2511130	John F Kennedy Middle	251113002601	x				
88	Springfield	2511130	John J Duggan Middle	251113002599		x			x
90	Springfield	2511130	Springfield Academy for Excellence	251113001981	x				

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
91	Springfield	2511130	Van Sickle Middle School	251113001660		x			x
92	Springfield	2511130	White Street	251113001837	x				
93	Taunton	2511520	James L Mulcahey	251152001910		x			
94	Taunton	2511520	John F Parker Middle	251152002416		x			
95	Wareham	2512060	Wareham Cooperative Junior/Senior	251206002105		x		x	
96	Webster	2512240	Bartlett Jr Sr High Sch	251224002012		x			
97	Worcester	2513230	Chandler Elem Community	251323002204	x				
98	Worcester	2513230	Claremont Academy	251323002121		x			
99	Worcester	2513230	Sullivan Middle	251323002223		x			
100	Worcester	2513230	Union Hill School	251323002248	x				
101	Abington	2501650	Abington ECC	250165000434		Insufficient Data			
102	Agawam	2501800	Agawam ECC	250180001499		Insufficient Data			
103	Amherst	2501890	Crocker Farm Elementary	250189000038			x		
104	Andover	2501950	Shawsheen School	250195002366		Insufficient Data			
105	Arlington	2501980	Menotomy Preschool	250198001681		Insufficient Data			
106	Ashland	2502100	William Pittaway Elem	250210002455		Insufficient Data			
107	Ashland	2502100	Henry E Warren Elem	250210000072		Insufficient Data			
108	Attleboro	2502190	Early Learning Center	250219001610		Insufficient Data			
109	Auburn	2502220	Bryn Mawr	250222000101		Insufficient Data			
110	Auburn	2502220	Mary D Stone	250222000103		Insufficient Data			
111	Auburn	2502220	Auburn Middle	250222002567			x		
112	Barnstable	2502310	Barnstable Early Learning Center	250231001767		Insufficient Data			
113	Barnstable	2502310	West Villages Elementary School	250231002679		Insufficient Data			
114	Barnstable	2502310	Barnstable Intermediate School	250231002678		Insufficient Data			
115	Bedford	2502400	Lt Elezer Davis	250240000131		Insufficient Data			
116	Belchertown	2502430	Cold Spring	250243000136		Insufficient Data			
117	Belchertown	2502430	Swift River Elem	250243000836			x		
118	Bellingham	2502460	Bellingham ECC	250246000670		Insufficient Data			
119	Billerica	2502670	Marshall Middle School	250267000183			x		
120	Billerica	2502670	Locke Middle	250267000182			x		
121	Boston	2502790	Lee Academy	250279001768		Insufficient Data			
122	Boston	2502790	Baldwin ELC	250279000011		Insufficient Data			
123	Boston	2502790	ELC - East Zone	250279002459		Insufficient Data			
124	Boston	2502790	ELC - West Zone	250279002514		Insufficient Data			
125	Boston	2502790	Dr. Catherine Ellison-Rosa Parks E	250279001115			x		
126	Boston	2502790	East Boston ECC	250279001118			x		
127	Boston	2502790	Haynes Early Education Center	250279001126		Insufficient Data			
128	Boston	2502790	Boston Teachers Union School	250279002687		Insufficient Data			
129	Boston	2502790	Jackson Mann	250279000251			x		

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
130	Boston	2502790	Curley K-8 School	250279002622			x		
131	Boston	2502790	Beethoven	250279000198			x		
132	Boston	2502790	Carter Developmental Center	250279000210			Insufficient Data		
133	Boston	2502790	Charles Sumner	250279000214			x		
134	Boston	2502790	Curtis Guild	250279000218			x		
135	Boston	2502790	David A Ellis	250279000220			x		
136	Boston	2502790	Donald Mckay	250279000224			x		
137	Boston	2502790	Edward Everett	250279000227			x		
138	Boston	2502790	Emily A Fifield	250279000233			x		
139	Boston	2502790	Farragut	250279000236			x		
140	Boston	2502790	Franklin D Roosevelt	250279000239			x		
141	Boston	2502790	Henry Grew	250279000247			x		
142	Boston	2502790	Hugh Roe O'Donnell	250279000249			x		
143	Boston	2502790	James Condon Elem	250279000254			x		
144	Boston	2502790	James W Hennigan	250279000259			x		
145	Boston	2502790	James J Chittick	250279000255			x		
146	Boston	2502790	James Otis	250279000257			x		
147	Boston	2502790	John Marshall	250279000267			x		
148	Boston	2502790	John W McCormack	250279000269			x		
149	Boston	2502790	John Winthrop	250279000270			x		
150	Boston	2502790	Joseph P Tynan	250279000275			x		
151	Boston	2502790	Joseph J Hurley	250279000272			x		
152	Boston	2502790	Joseph Lee	250279000273			x		
153	Boston	2502790	Harvard-Kent	250279000244			x		
154	Boston	2502790	Mattahunt	250279000290			x		
155	Boston	2502790	Mather	250279000289			x		
156	Boston	2502790	Maurice J Tobin	250279000291			x		
157	Boston	2502790	Michael J Perkins	250279000292			x		
158	Boston	2502790	Richard J Murphy	250279000315			x		
159	Boston	2502790	William H Ohrenberger	250279000339			x		
160	Boston	2502790	Lyndon	250279000692			x		
161	Boston	2502790	Patrick J Kennedy	250279000302			x		
162	Boston	2502790	Phineas Bates	250279000308			x		
163	Boston	2502790	Josiah Quincy	250279000277			x		
164	Boston	2502790	Ralph Waldo Emerson	250279000313			x		
165	Boston	2502790	Sarah Greenwood	250279000323			x		
166	Boston	2502790	Thomas J Kenny	250279000332			x		
167	Boston	2502790	Warren-Prescott	250279000333			x		
168	Boston	2502790	Edison K-8	250279002689			Insufficient Data		

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
169	Boston	2502790	King K-8	250279002669		Insufficient Data			
170	Boston	2502790	Higginson/Lewis K-8	250279002677		Insufficient Data			
171	Boston	2502790	Mildred Avenue K-8	250279002670		Insufficient Data			
172	Boston	2502790	Young Achievers	250279000693			x		
173	Boston	2502790	Mission Hill School	250279000946			x		
174	Boston	2502790	Lilla G. Frederick Middle School	250279002013			x		
175	Boston	2502790	Boston Middle School Academy	250279001615		Insufficient Data			
176	Boston	2502790	Clarence R Edwards Middle	250279000216			x		
177	Boston	2502790	Wm B Rogers Middle	250279000345			x		
178	Boston	2502790	James P Timilty Middle	250279000258			x		
179	Boston	2502790	Media Communications Technology	250279001891			x		
180	Boston	2502790	Dorchester Academy	250279002676		Insufficient Data			
181	Boston	2502790	TechBoston Lower Academy	250279002675		Insufficient Data			
182	Boston	2502790	TechBoston Upper Academy	250279002673		Insufficient Data			
183	Boston	2502790	Lyon Upper 9-12	250279002674		Insufficient Data			
184	Boston	2502790	Rafael Hernandez	250279000312			x		
185	Boston	2502790	Horace Mann School for the Deaf	250279002374		Insufficient Data			
186	Bourne	2502820	Bournedale Elementary School	250282002664		Insufficient Data			
187	Bourne	2502820	Peebles Elementary School	250282000353			x		
188	Boxford	2502880	Harry Lee Cole	250288000357		Insufficient Data			
189	Brewster	2502970	Stony Brook Elementary	250297000374		Insufficient Data			
190	Brockton	2503090	Dr W Arnone Comm Sch	250309000388			x		
191	Brockton	2503090	Mary E. Baker School	250309002649			x		
192	Brockton	2503090	Manthala George Jr School	250309002655			x		
193	Brockton	2503090	Brookfield	250309000386			x		
194	Brockton	2503090	John F Kennedy	250309000401			x		
195	Brockton	2503090	Edgar B Davis	250309000390			x		
196	Brockton	2503090	Hancock	250309000396			x		
197	Brockton	2503090	Howard School	250309000221		Insufficient Data			
198	Brockton	2503090	Huntington	250309000398			x		
199	Brockton	2503090	Louis F Angelo Elem	250309001132			x		
200	Brockton	2503090	Oscar F Raymond	250309000405			x		
201	Brockton	2503090	Downey	250309000387			x		
202	Brockton	2503090	East Middle School	250309000389			x		
203	Brockton	2503090	South Middle School	250309000407			x		
204	Brockton	2503090	Ashfield Middle School	250309002688		Insufficient Data			
205	Brockton	2503090	Joseph F. Plouffe Academy	250309002691		Insufficient Data			
206	Brockton	2503090	Brockton Champion High School	250309002652		Insufficient Data			
207	Brookline	2503150	The Lynch Center	250315002027		Insufficient Data			

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
208	Cambridge	2503270	Amigos School	250327001621			x		
209	Cambridge	2503270	Martin Luther King Jr.	250327000443			x		
210	Cambridge	2503270	King Open	250327000228			x		
211	Cambridge	2503270	Kennedy-Longfellow	250327000444			x		
212	Cambridge	2503270	Morse	250327000446			x		
213	Cambridge	2503270	Peabody	250327000447			x		
214	Cambridge	2503270	John M Tobin	250327000442			x		
215	Canton	2503300	Rodman Early Childhood Center	250330002635		Insufficient Data			
216	Carver	2503360	Carver Elementary School	250336002661			x		
217	Carver	2503360	Carver Middle/High School	250336002662		Insufficient Data			
218	Chelmsford	2503510	Community Education Center	250351002640		Insufficient Data			
219	Chelsea	2503540	Shurtleff Early Childhood	250354000235		Insufficient Data			
220	Chelsea	2503540	Edgar A Hooks Elem	250354000855			x		
221	Chelsea	2503540	George F. Kelly Elem	250354000858			x		
222	Chelsea	2503540	Frank M Sokolowski Elem	250354000859			x		
223	Chelsea	2503540	Clark Avenue School	250354001158			x		
224	Chicopee	2503660	Szetela ECC	250366002571		Insufficient Data			
225	Chicopee	2503660	Belcher	250366000490		Insufficient Data			
226	Chicopee	2503660	Bowe	250366000492			x		
227	Chicopee	2503660	Litwin	250366000502			x		
228	Chicopee	2503660	Selser	250366002463			x		
229	Chicopee	2503660	Fairview Middle	250366000722			x		
230	Clinton	2503750	Clinton Elementary	250375002379			x		
231	Cohasset	2503780	Joseph Osgood	250378000520		Insufficient Data			
232	Danvers	2503990	Riverside	250399000536			x		
233	Dedham	2504050	Early Childhood Center	250405000460		Insufficient Data			
234	Douglas	2504230	Douglas Early Childhood	250423001162		Insufficient Data			
235	Douglas	2504230	Douglas Elementary	250423000571		Insufficient Data			
236	Dracut	2504320	Parker Avenue	250432000584		Insufficient Data			
237	Duxbury	2504410	Chandler Elementary	250441000593		Insufficient Data			
238	East Bridgewater	2504440	Central	250444000596		Insufficient Data			
239	Easthampton	2504590	White Brook Middle School	250459000616			x		
240	East Longmeadow	2504500	Meadow Brook	250450000605		Insufficient Data			
241	East Longmeadow	2504500	Birchland Park	250450000602			x		
242	Easton	2504620	Center School	250462000980		Insufficient Data			
243	Easton	2504620	Parkview Elementary	250462000624		Insufficient Data			
244	Easton	2504620	Moreau Hall	250462002381		Insufficient Data			
245	Everett	2504770	Sumner G. Whittier School	250477000631			x		
246	Everett	2504770	Webster School	250477002118		Insufficient Data			

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
247	Everett	2504770	Madeline English School	250477002033			x		
248	Everett	2504770	George Keverian School	250477002038			x		
249	Everett	2504770	Parlin School	250477001521			x		
250	Fairhaven	2504800	Hastings Middle	250480002572			x		
251	Fall River	2504830	Carlton M. Viveiros Elementary Sch	250483002644			x		
252	Fall River	2504830	Mary Fonseca Elementary School	250483002650				Insufficient Data	
253	Fall River	2504830	Letourneau Elementary School	250483002656			x		
254	Fall River	2504830	ACESE	250483000276				Insufficient Data	
255	Fall River	2504830	William S Greene	250483000684			x		
256	Fall River	2504830	Samuel Watson	250483000677			x		
257	Fall River	2504830	Edmond P Talbot Middle	250483000655			x		
258	Fall River	2504830	Henry Lord Middle	250483000661			x		
259	Fall River	2504830	Matthew J Kuss Middle	250483000671			x		
260	Fall River	2504830	Resiliency Preparatory School	250483002660				Insufficient Data	
261	Fitchburg	2504890	Reingold Elementary	250489000702			x		
262	Fitchburg	2504890	South Street Elementary	250489002469			x		
263	Fitchburg	2504890	Arthur M Longsjo Middle School	250489002672				Insufficient Data	
264	Fitchburg	2504890	Fitchburg Arts Academy	250489002108				Insufficient Data	
265	Fitchburg	2504890	Fitchburg High	250489000697			x		
266	Fitchburg	2504890	Fitchburg Alt. ED Program	250489002110				Insufficient Data	
267	Framingham	2504980	Blocks Pre-School @ King	250498001167				Insufficient Data	
268	Framingham	2504980	Brophy	250498000714			x		
269	Framingham	2504980	Barbieri Elem	250498000727			x		
270	Framingham	2504980	Woodrow Wilson	250498000734			x		
271	Framingham	2504980	Cameron Middle School	250498001530			x		
272	Franklin	2505010	Franklin ECDC	250501000986				Insufficient Data	
273	Gardner	2505130	Elm Street School	250513000750			x		
274	Gardner	2505130	Helen Mae Sauter Elem	250513002470				Insufficient Data	
275	Gardner	2505130	Waterford Street	250513000755				Insufficient Data	
276	Gardner	2505130	Gardner Middle School	250513002431			x		
277	Georgetown	2505220	Perley Elementary	250522000766				Insufficient Data	
278	Gloucester	2505280	Milton L Fuller Elem	250528002574				Insufficient Data	
279	Gloucester	2505280	Plum Cove School	250528000877				Insufficient Data	
280	Gloucester	2505280	Veterans Memorial	250528000780			x		
281	Gosnold	2505340	Cuttyhunk Elem	250534000725				Insufficient Data	
282	Grafton	2505370	South Grafton Elementary	250537000788				Insufficient Data	
283	Grafton	2505370	North Grafton Elementary	250537000787				Insufficient Data	
284	Grafton	2505370	Grafton Elementary	250537002576			x		
285	Granby	2505400	West St	250540000791				Insufficient Data	

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
286	Greenfield	2505490	The Academy of Early Learning at N	250549002128				Insufficient Data	
287	Greenfield	2505490	Four Corners	250549000798				Insufficient Data	
288	Greenfield	2505490	Newton School	250549002578			x		
289	Greenfield	2505490	Poet Seat	250549001786				Insufficient Data	
290	Greenfield	2505490	Greenfield Middle	250549000800			x		
291	Hancock	2505760	Hancock Elementary	250576000826				Insufficient Data	
292	Hanover	2505790	Center Elementary	250579000828				Insufficient Data	
293	Hanover	2505790	Hanover Middle	250579002548			x		
294	Haverhill	2505970	Crowell	250597000851				Insufficient Data	
295	Haverhill	2505970	Golden Hill	250597000296			x		
296	Haverhill	2505970	Greenleaf	250597000854				Insufficient Data	
297	Haverhill	2505970	Moody	250597000056				Insufficient Data	
298	Haverhill	2505970	Pentucket Lake Elem	250597001169			x		
299	Haverhill	2505970	TEACH	250597001706				Insufficient Data	
300	Haverhill	2505970	Tilton	250597000866			x		
301	Haverhill	2505970	Walnut Square	250597000867				Insufficient Data	
302	Haverhill	2505970	Consentino	250597000850			x		
303	Hingham	2506090	East Elementary School	250609002671				Insufficient Data	
304	Holbrook	2506150	John F Kennedy	250615000880				Insufficient Data	
305	Holliston	2506240	Placentino Elementary	250624001172				Insufficient Data	
306	Holyoke	2506270	Joseph Metcalf Preschool	250627001178				Insufficient Data	
307	Holyoke	2506270	Lt Elmer J McMahon Elem	250627000908			x		
308	Holyoke	2506270	William R. Peck School	250627002645			x		
309	Holyoke	2506270	Kelly Elem	250627000904			x		
310	Holyoke	2506270	E N White Elem	250627002581			x		
311	Holyoke	2506270	Lt Clayre Sullivan Elem	250627000907			x		
312	Holyoke	2506270	Maurice A Donahue Elem	250627000909			x		
313	Holyoke	2506270	Center for Excellence	250627002646				Insufficient Data	
314	Hopedale	2506300	Park Street School	250630002041				Insufficient Data	
315	Hopkinton	2506330	Hopkinton Pre-School	250633002043				Insufficient Data	
316	Hopkinton	2506330	Center	250633000918				Insufficient Data	
317	Hopkinton	2506330	Elmwood	250633000919				Insufficient Data	
318	Hopkinton	2506330	Hopkinton Middle School	250633000468			x		
319	Hudson	2506390	C R Hubert	250639000923				Insufficient Data	
320	Hudson	2506390	C A Farley	250639000922			x		
321	Kingston	2506540	Kingston Elementary	250654000943				Insufficient Data	
322	Lakeville	2506570	Assawompset	250657000944				Insufficient Data	
323	Lawrence	2506660	Rollins Early Childhood Center	250666002651				Insufficient Data	
324	Lawrence	2506660	Lawlor ECC	250666000471				Insufficient Data	

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
325	Lawrence	2506660	John Breen School	250666000730		Insufficient Data			
326	Lawrence	2506660	South Lawrence East Elementary S	250666001918			x		
327	Lawrence	2506660	Alexander B Bruce	250666000950			x		
328	Lawrence	2506660	Arlington Middle School	250666001945			x		
329	Lawrence	2506660	Robert Frost	250666002433			x		
330	Lawrence	2506660	James F Hennessey	250666000958		Insufficient Data			
331	Lawrence	2506660	Guilmette Middle School	250666002630			x		
332	Lawrence	2506660	Parthum Middle School	250666002623			x		
333	Lawrence	2506660	Francis M Leahy	250666000956			x		
334	Lawrence	2506660	James F Leonard	250666000959			x		
335	Lawrence	2506660	Henry K Oliver	250666000965			x		
336	Lawrence	2506660	Edward F. Parthum	250666001627			x		
337	Lawrence	2506660	John K Tarbox	250666002477			x		
338	Lawrence	2506660	Emily G Wetherbee	250666000955			x		
339	Lawrence	2506660	Frost Middle School	250666002654		Insufficient Data			
340	Lawrence	2506660	Health & Human Services High Sch	250666002636			x		
341	Lawrence	2506660	Math, Science & Technology High S	250666002618			x		
342	Lawrence	2506660	Performing & Fine Arts High School	250666002616			x		
343	Lawrence	2506660	High School Learning Center	250666002628		Insufficient Data			
344	Lee	2506690	Lee Elementary	250669000969			x		
345	Leicester	2506720	Leicester Primary School	250672000974		Insufficient Data			
346	Leominster	2506780	Bennett	250678000064		Insufficient Data			
347	Leominster	2506780	Lincoln School	250678001947		Insufficient Data			
348	Leominster	2506780	Southeast School	250678002637		Insufficient Data			
349	Leominster	2506780	Johnny Appleseed	250678000985			x		
350	Leominster	2506780	Northwest	250678000988			x		
351	Leominster	2506780	Priest Street	250678000990		Insufficient Data			
352	Lincoln	2506900	Hanscom Primary	250690001009		Insufficient Data			
353	Littleton	2506960	Shaker Lane Elementary	250696001014		Insufficient Data			
354	Lowell	2507020	Dr Gertrude Bailey	250702000067			x		
355	Lowell	2507020	Joseph McAvinnue	250702000477			x		
356	Lowell	2507020	Greenhalge	250702001033			x		
357	Lowell	2507020	Abraham Lincoln	250702001023			x		
358	Lowell	2507020	Moody Elem	250702000068			x		
359	Lowell	2507020	Charles W Morey	250702001029			x		
360	Lowell	2507020	Pawtucketville Memorial	250702001044			x		
361	Lowell	2507020	Peter W Reilly	250702001045			x		
362	Lowell	2507020	John J Shaughnessy	250702001048			x		
363	Lowell	2507020	S Christa McAuliffe Elementary	250702000088			x		

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
364	Lowell	2507020	Bartlett Community Partnership	250702001954			x		
365	Lowell	2507020	B.F.Butler Middle Sch	250702001026			x		
366	Lowell	2507020	James S Daley Middle Sch	250702001036			x		
367	Lowell	2507020	Henry J Robinson Middle	250702001034			x		
368	Lowell	2507020	James Sullivan Middle Sch	250702000073			x		
369	Lowell	2507020	Dr An Wang School	250702000086			x		
370	Lowell	2507020	Kathryn P. Stoklosa Middle School	250702001955			x		
371	Lowell	2507020	Lowell High	250702001041			x		
372	Ludlow	2507050	East Street Elementary School	250705002663		Insufficient Data			
373	Ludlow	2507050	Chapin Street Elementary School	250705002665		Insufficient Data			
374	Lunenburg	2507080	Lunenburg Primary School	250708001957		Insufficient Data			
375	Lynn	2507110	Washington Elementary School	250711002658		Insufficient Data			
376	Lynn	2507110	A Drewicz Elem	250711001062			x		
377	Lynn	2507110	Julia F Callahan	250711001077			x		
378	Lynn	2507110	Cobbet Elementary	250711001068			x		
379	Lynn	2507110	Robert L Ford	250711001073			x		
380	Lynn	2507110	Hood	250711001074			x		
381	Lynn	2507110	Ingalls	250711001075			x		
382	Lynn	2507110	Pickering Middle	250711001083			x		
383	Lynn	2507110	Fecteau-Leary Junior/Senior High S	250711002647		Insufficient Data			
384	Lynnfield	2507140	Lynnfield Preschool	250714002617		Insufficient Data			
385	Malden	2507170	Beebe	250717001344			x		
386	Malden	2507170	Ferryway	250717001345			x		
387	Malden	2507170	Forestdale	250717001351			x		
388	Malden	2507170	Linden	250717001361			x		
389	Malden	2507170	Malden ELC	250717002046		Insufficient Data			
390	Malden	2507170	Salemwood	250717001363			x		
391	Mansfield	2507230	Roland Green School	250723001004		Insufficient Data			
392	Mansfield	2507230	Everett W Robinson	250723001111		Insufficient Data			
393	Marblehead	2507260	Malcolm L Bell	250726001123		Insufficient Data			
394	Marblehead	2507260	L H Coffin	250726001122		Insufficient Data			
395	Marblehead	2507260	Elbridge Gerry	250726001120		Insufficient Data			
396	Marblehead	2507260	Village School	250726001788			x		
397	Marblehead	2507260	Glover	250726001121		Insufficient Data			
398	Marblehead	2507260	Dr Samuel C Eveleth	250726001119		Insufficient Data			
399	Marlborough	2507320	Early Childhood Center	250732001368		Insufficient Data			
400	Marlborough	2507320	Francis J Kane	250732001130		Insufficient Data			
401	Marlborough	2507320	Richer	250732001135		Insufficient Data			
402	Marlborough	2507320	Charles Jaworek School	250732001631		Insufficient Data			

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
403	Marlborough	2507320	The 4-7 School	250732002639			x		
404	Marshfield	2507350	Furnace Brook Middle	250735001143			x		
405	Mashpee	2507440	Kenneth Coombs School	250744002528		Insufficient Data			
406	Mashpee	2507440	Mashpee Middle School	250744002638		Insufficient Data			
407	Mattapoissett	2507470	Center	250747001148		Insufficient Data			
408	Maynard	2507500	Green Meadow	250750001152		Insufficient Data			
409	Medfield	2507530	Memorial School	250753000114		Insufficient Data			
410	Medfield	2507530	Ralph Wheelock School	250753001159		Insufficient Data			
411	Medford	2507560	Milton Fuller Roberts	250756002062			x		
412	Medway	2507590	Francis J Burke Elem	250759001182		Insufficient Data			
413	Medway	2507590	John D Mc Govern Elem	250759001185		Insufficient Data			
414	Medway	2507590	Memorial Elementary	250759001015			x		
415	Medway	2507590	Medway Middle	250759002483			x		
416	Melrose	2507620	Early Childhood Center	250762001800		Insufficient Data			
417	Methuen	2507740	Pleasant Valley School	250774001028		Insufficient Data			
418	Methuen	2507740	Tenney Grammar School	250774001556			x		
419	Methuen	2507740	Donald P Timony Grammar	250774001376			x		
420	Middleborough	2507770	Henry B Burkland Intermed	250777001223			x		
421	Middleborough	2507770	Memorial Early Childhood Center	250777002626		Insufficient Data			
422	Middleborough	2507770	Mary K. Goode Elementary School	250777002587		Insufficient Data			
423	Middleton	2507830	Fuller Meadow	250783002588		Insufficient Data			
424	Milford	2507860	Memorial	250786001238		Insufficient Data			
425	Milford	2507860	Brookside	250786001237		Insufficient Data			
426	Milford	2507860	Shining Star ECC	250786001650		Insufficient Data			
427	Milford	2507860	Woodland	250786001244			x		
428	Millbury	2507890	Elmwood Street	250789001248		Insufficient Data			
429	Millbury	2507890	Raymond E. Shaw Elementary	250789001251			x		
430	Monson	2508040	Granite Valley Middle	250804001655			x		
431	Nantucket	2508250	Nantucket Elementary	250825001278			x		
432	Needham	2508370	High Rock School	250837002690		Insufficient Data			
433	New Bedford	2508430	Charles S Ashley	250843001321			x		
434	New Bedford	2508430	Elizabeth Carter Brooks	250843001322			x		
435	New Bedford	2508430	John B Devalles	250843001332			x		
436	New Bedford	2508430	George H Dunbar	250843001325			x		
437	New Bedford	2508430	Alfred J Gomes	250843001326			x		
438	New Bedford	2508430	Hayden/McFadden	250843001327			x		
439	New Bedford	2508430	Abraham Lincoln	250843001318			x		
440	New Bedford	2508430	Casimir Pulaski	250843001320			x		
441	New Bedford	2508430	Thomas R Rodman	250843001342			x		

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#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
442	New Bedford	2508430	New Bedford High	250843001336			x		
443	New Bedford	2508430	Whaling City JR./SR. High School	250843002681		Insufficient Data			
444	Newburyport	2508580	Francis T Bresnahan Elem	250858001350		Insufficient Data			
445	Newburyport	2508580	George W Brown	250858001352		Insufficient Data			
446	Newburyport	2508580	Edward G. Molin Elementary School	250858002624		Insufficient Data			
447	Newton	2508610	Newton Early Childhood Center	250861001657		Insufficient Data			
448	Norfolk	2508640	H Olive Day	250864000317		Insufficient Data			
449	Northampton	2508850	Bridge Street	250885001425			x		
450	Northampton	2508850	John F Kennedy Middle School	250885001430			x		
451	North Attleborough	2508730	North Attleborough ELC	250873001409		Insufficient Data			
452	Northbridge	2508940	Northbridge Elementary	250894002682		Insufficient Data			
453	Northbridge	2508940	Northbridge Middle	250894002591			x		
454	North Brookfield	2508760	North Brookfield Elem	250876001410			x		
455	Norton	2509000	L G Nourse Elementary	250900001450		Insufficient Data			
456	Norton	2509000	J C Solmonese	250900001449		Insufficient Data			
457	Norwood	2509060	George F. Willett	250906001557		Insufficient Data			
458	Norwood	2509060	Dr. Philip O. Coakley Middle School	250906001468			x		
459	Orange	2509180	Fisher Hill	250918002593		Insufficient Data			
460	Oxford	2509270	Oxford Middle	250927001483			x		
461	Palmer	2509300	Converse Middle	250930002595			x		
462	Peabody	2509360	Thomas Carroll	250936001503			x		
463	Pembroke	2509420	Pembroke Community Middle School	250942001823			x		
464	Pittsfield	2509630	Morningside Comm Sch	250963001524			x		
465	Pittsfield	2509630	Crosby	250963001528			x		
466	Pittsfield	2509630	John T Reid Middle	250963001525			x		
467	Pittsfield	2509630	Theodore Herberg Middle	250963001532			x		
468	Plainville	2509690	Anna Ware Jackson	250969001537		Insufficient Data			
469	Plymouth	2509720	Mount Pleasant	250972000318		Insufficient Data			
470	Quincy	2509870	Lincoln-Hancock Comm Sch	250987001571			x		
471	Quincy	2509870	Clifford H Marshall Elem	250987001220			x		
472	Quincy	2509870	Snug Harbor Comm School	250987001582			x		
473	Randolph	2509930	Margaret L Donovan	250993001592			x		
474	Randolph	2509930	J F Kennedy Elem	250993002596			x		
475	Randolph	2509930	Elizabeth G Lyons Elem	250993001590			x		
476	Randolph	2509930	Martin E Young Elem	250993001593			x		
477	Revere	2510050	Garfield Middle School	251005001976			x		
478	Revere	2510050	Susan B. Anthony Middle School	251005002113		Insufficient Data			
479	Rowe	2510230	Rowe Elem	251023001649		Insufficient Data			
480	Salem	2510380	Salem Early Childhood	251038000127		Insufficient Data			

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#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
481	Salem	2510380	Bates	251038001653			x		
482	Salem	2510380	Bentley	251038001654			x		
483	Salem	2510380	Nathaniel Bowditch	251038002559			x		
484	Salem	2510380	Saltonstall School	251038000773			x		
485	Salem	2510380	Witchcraft Heights	251038001668			x		
486	Saugus	2510500	Veterans Memorial	251050001687			x		
487	Saugus	2510500	Belmonte Saugus Middle	251050001685			x		
488	Savoy	2510530	Savoy Elem	251053001688		Insufficient Data			
489	Shrewsbury	2510770	Beal School	251077002496		Insufficient Data			
490	Shrewsbury	2510770	Parker Road Preschool	251077001559		Insufficient Data			
491	Somerville	2510890	Capuano ECC	251089002561		Insufficient Data			
492	Somerville	2510890	Arthur D Healey	251089001731			x		
493	Somerville	2510890	John F Kennedy	251089001738			x		
494	Somerville	2510890	Albert F. Argenziano School at Linc	251089001739			x		
495	Somerville	2510890	E Somerville Community	251089001736			x		
496	Somerville	2510890	West Somerville Neighborhood	251089000891			x		
497	Somerville	2510890	Winter Hill Community	251089001749			x		
498	Somerville	2510890	Next Wave Junior High	251089002498		Insufficient Data			
499	Southborough	2510980	Mary E Finn School	251098001761		Insufficient Data			
500	Southborough	2510980	Albert S. Woodward Memorial Sch	251098001827		Insufficient Data			
501	Southbridge	2511010	Charlton Street	251101001763			x		
502	Southbridge	2511010	Eastford Road	251101001764			x		
503	Southbridge	2511010	West Street	251101001770			x		
504	South Hadley	2510920	Plains Elementary	251092001753		Insufficient Data			
505	South Hadley	2510920	Mosier	251092002406			x		
506	Springfield	2511130	Boland School	251113001794			x		
507	Springfield	2511130	Samuel Bowles	251113001826			x		
508	Springfield	2511130	Milton Bradley School	251113000896			x		
509	Springfield	2511130	Daniel B Brunton	251113001799			x		
510	Springfield	2511130	William N. DeBerry	251113001838			x		
511	Springfield	2511130	Hiram L Dorman	251113001807			x		
512	Springfield	2511130	Margaret C Ells	251113001817		Insufficient Data			
513	Springfield	2511130	Frank H Freedman	251113001803			x		
514	Springfield	2511130	Frederick Harris	251113001804			x		
515	Springfield	2511130	Indian Orchard Elem	251113001810			x		
516	Springfield	2511130	Lincoln	251113001815			x		
517	Springfield	2511130	Mary O Pottenger	251113001819			x		
518	Springfield	2511130	Mary M Walsh	251113001829			x		
519	Springfield	2511130	Alice B Beal Elem	251113001792			x		

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#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
520	Springfield	2511130	The Springfield Renaissance School	251113002137				Insufficient Data	
521	Springfield	2511130	STEM Middle Academy	251113002642				Insufficient Data	
522	Springfield	2511130	Springfield Central High	251113002444			x		
523	Springfield	2511130	Putnam Voc Tech High Sch	251113002293			x		
524	Stoughton	2511250	Edwin A Jones ECC	251125001860				Insufficient Data	
525	Stoughton	2511250	O'Donnell Middle School	251125001865			x		
526	Sutton	2511400	Sutton Early Learning	251140001661				Insufficient Data	
527	Swansea	2511460	Gardner	251146001892				Insufficient Data	
528	Swansea	2511460	Mark G Hoyle Elem	251146000129				Insufficient Data	
529	Taunton	2511520	Caleb Barnum	251152000133				Insufficient Data	
530	Taunton	2511520	Elizabeth Pole	251152001907			x		
531	Tewksbury	2511580	Center School	251158001831				Insufficient Data	
532	Tewksbury	2511580	Heath-Brook	251158001921			x		
533	Topsfield	2511670	Steward Elementary	251167001929				Insufficient Data	
534	Uxbridge	2511850	Earl D Taft	251185001936			x		
535	Walpole	2511970	Daniel Feeney Preschool Center	251197002620				Insufficient Data	
536	Waltham	2512000	William F. Stanley Elementary School	251200001973			x		
537	Waltham	2512000	Henry Whittemore Elementary School	251200001969			x		
538	Ware	2512030	Stanley M Koziol Elem Sch	251203001982				Insufficient Data	
539	Ware	2512030	Ware Middle School	251203002538			x		
540	Wareham	2512060	John William Decas	251206001988			x		
541	Wareham	2512060	Ethel E Hammond	251206001990				Insufficient Data	
542	Wareham	2512060	East Wareham School	251206001069				Insufficient Data	
543	Wareham	2512060	Wareham Middle	251206002603			x		
544	Wareham	2512060	West Wareham Academy	251206002668				Insufficient Data	
545	Watertown	2512180	Watertown Middle	251218002501			x		
546	Wayland	2512210	Loker School	251221000153				Insufficient Data	
547	Webster	2512240	Park Avenue Elementary	251224002018			x		
548	Webster	2512240	Webster Middle School	251224002298			x		
549	Westborough	2512600	J Harding Armstrong	251260002056				Insufficient Data	
550	Westborough	2512600	Annie E Fales	251260002055				Insufficient Data	
551	Westborough	2512600	Elsie A Hastings Elem	251260002058				Insufficient Data	
552	West Bridgewater	2512420	Rose L Macdonald	251242002037				Insufficient Data	
553	West Bridgewater	2512420	Spring Street School	251242001663				Insufficient Data	
554	Westfield	2512630	Fort Meadow ECC	251263002452				Insufficient Data	
555	Westfield	2512630	Highland	251263002065			x		
556	Westfield	2512630	South Middle School	251263001570			x		
557	Westfield	2512630	Academy High School	251263002683				Insufficient Data	
558	Westford	2512660	Millennium Elementary	251266001572				Insufficient Data	

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#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
559	Westford	2512660	Nabnasset	251266002078				Insufficient Data	
560	Westford	2512660	Col John Robinson	251266002077				Insufficient Data	
561	Westford	2512660	Rita E. Miller Elementary School	251266001740				Insufficient Data	
562	Weston	2512750	Country	251275002085				Insufficient Data	
563	Weston	2512750	Woodland	251275002089				Insufficient Data	
564	Westport	2512780	Alice A Macomber	251278002090				Insufficient Data	
565	West Springfield	2512510	John Ashley	251251002504				Insufficient Data	
566	West Springfield	2512510	West Springfield Middle	251251001243			x		
567	Westwood	2512810	Westwood Integrated Preschool	251281002115				Insufficient Data	
568	Weymouth	2512840	Johnson ECC	251284000371				Insufficient Data	
569	Weymouth	2512840	Maria Weston Chapman Middle Sch	251284001840			x		
570	Weymouth	2512840	Abigail Adams Middle School	251284002607			x		
571	Williamsburg	2512990	Helen James	251299002505				Insufficient Data	
572	Wilmington	2513050	Boutwell	251305000802				Insufficient Data	
573	Wilmington	2513050	Wildwood	251305002157				Insufficient Data	
574	Wilmington	2513050	Woburn Street	251305002159				Insufficient Data	
575	Wilmington	2513050	Shawsheen Elem	251305002153				Insufficient Data	
576	Winchendon	2513080	Winchendon PreSchool Program	251308002648				Insufficient Data	
577	Winchendon	2513080	Memorial	251308002161				Insufficient Data	
578	Winchendon	2513080	Toy Town Elem	251308000804			x		
579	Winthrop	2513170	William P. Gorman/Fort Banks Elen	251317001665				Insufficient Data	
580	Worcester	2513230	Head Start	251323002684				Insufficient Data	
581	Worcester	2513230	Belmont Street Community	251323002197			x		
582	Worcester	2513230	Woodland Academy	251323002106			x		
583	Worcester	2513230	Burncoat Street	251323002201			x		
584	Worcester	2513230	Canterbury	251323002203			x		
585	Worcester	2513230	Chandler Magnet	251323002506			x		
586	Worcester	2513230	City View	251323002610			x		
587	Worcester	2513230	Columbus Park	251323002207			x		
588	Worcester	2513230	Elm Park Community	251323002211			x		
589	Worcester	2513230	Goddard Sch/Science Tech	251323002215			x		
590	Worcester	2513230	Gates Lane	251323002217			x		
591	Worcester	2513230	Grafton Street	251323002219			x		
592	Worcester	2513230	Jacob Hiatt Magnet	251323002566			x		
593	Worcester	2513230	Lincoln Street	251323002229			x		
594	Worcester	2513230	Norrback Avenue	251323002238			x		
595	Worcester	2513230	Quinsigamond	251323002241			x		
596	Worcester	2513230	Rice Square	251323002242			x		
597	Worcester	2513230	Roosevelt	251323002243			x		

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#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
598	Worcester	2513230	Tatnuck	251323002246			x		
599	Worcester	2513230	Vernon Hill School	251323002422			x		
600	Wrentham	2513290	Delaney	251329002255		Insufficient Data			
601	Berkshire Arts and Technology Cha	2500079	Berkshire Arts and Technology Cha	250007901842			x		
602	Amesbury Academy Charter Public	2500069	Amesbury Academy Charter Public	250006901666		Insufficient Data			
603	Benjamin Banneker Charter Public	2500022	Benjamin Banneker Charter Public	250002200514			x		
604	Codman Academy Charter Public (	2500070	Codman Academy Charter Public S	250007001667		Insufficient Data			
605	Sabis International Charter (District	2500028	Sabis International Charter School	250002800537			x		
606	Abby Kelley Foster Charter Public (	2500051	Abby Kelley Foster Charter Public S	250005101247			x		
607	Ma Academy for Math and Science	2500036	Ma Academy for Math and Science	250003600576		Insufficient Data			
608	New Leadership Charter (District)	2500056	New Leadership Charter School	250005601270			x		
609	North Central Charter Essential (Di	2500073	North Central Charter Essential Sch	250007301750			x		
610	Dorchester Collegiate Academy Ch	2500521	Dorchester Collegiate Academy Ch	250052102685		Insufficient Data			
611	Silver Hill Horace Mann Charter (D	2500520	Silver Hill Horace Mann Charter Sch	250052002641			x		
612	Boston Renaissance Charter Public	2500039	Boston Renaissance Charter Public	250003900599			x		
613	Seven Hills Charter Public (District)	2500045	Seven Hills Charter School	250004500817			x		
614	South Shore Charter Public (District	2500040	South Shore Charter Public School	250004000600			x		
615	Martin Luther King Jr. Charter Scho	2500089	Martin Luther King Jr. Charter Scho	250008902127		Insufficient Data			
616	Pioneer Charter School of Science	2500518	Pioneer Charter School of Science	250051802632		Insufficient Data			
617	Global Learning Charter Public (Dis	2500519	Global Learning Charter Public Sch	250051902629		Insufficient Data			
618	Pioneer Valley Chinese Immersion	2500517	Pioneer Valley Chinese Immersion	250051702619		Insufficient Data			
619	Hampden Charter School of Scienc	2500522	Hampden Charter School of Scienc	250052202680		Insufficient Data			
620	Adams-Cheshire	2501780	Plunkett Elementary	250178000023			x		
621	Ashburnham-Westminster	2502040	Meetinghouse School	250204000397		Insufficient Data			
622	Athol-Royalston	2502160	Ellen Bigelow	250216000076		Insufficient Data			
623	Athol-Royalston	2502160	Sanders Street	250216000081		Insufficient Data			
624	Berkshire Hills	2502530	Monument Valley Regional Middle S	250253002000			x		
625	Blackstone-Millville	2502715	John F Kennedy Elem	250271502372		Insufficient Data			
626	Blackstone-Millville	2502715	Frederick W. Hartnett Middle Schoo	250271501082			x		
627	Bridgewater-Raynham	2503030	Mitchell Elementary School	250303002643		Insufficient Data			
628	Bridgewater-Raynham	2503030	Merrill Elementary School	250303002102		Insufficient Data			
629	Bridgewater-Raynham	2503030	Williams Intermediate School	250303002657		Insufficient Data			
630	Bridgewater-Raynham	2503030	Bridgewater Middle School	250303002659		Insufficient Data			
631	Dennis-Yarmouth	2504140	Ezra H Baker	250414000559		Insufficient Data			
632	Dennis-Yarmouth	2504140	Laurence C MacArthur Elem	250414000564		Insufficient Data			
633	Dennis-Yarmouth	2504140	Station Avenue Elem	250414000834			x		
634	Dennis-Yarmouth	2504140	Mattacheese Middle Sch	250414000562			x		
635	Dennis-Yarmouth	2504140	N H Wixon Middle	250414000563			x		
636	Dighton-Rehoboth	2504200	Palmer River	250420002428			x		

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#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
637	Dighton-Rehoboth	2504200	Dorothy L Beckwith	250420002430			x		
638	Dudley-Charlton Reg	2504360	Mason Rd School	250436000590		Insufficient Data			
639	Dudley-Charlton Reg	2504360	Charlton Elementary	250436000585		Insufficient Data			
640	Nauset	2504560	Nauset Reg Middle	250456000609			x		
641	Freetown-Lakeville	2505070	Freetown-Lakeville Middle School	250507000748			x		
642	Gateway	2505160	Blandford Elementary	250516000756		Insufficient Data			
643	Gateway	2505160	Chester Elementary	250516000757		Insufficient Data			
644	Gateway	2505160	Russell Elementary	250516000762			x		
645	Gateway	2505160	Russell H Conwell	250516000763		Insufficient Data			
646	Gateway	2505160	Gateway Regional Junior High School	250516002667		Insufficient Data			
647	Gateway	2505160	Gateway Regional Middle School	250516002666		Insufficient Data			
648	Groton-Dunstable	2505500	Boutwell School	250550002611		Insufficient Data			
649	Gill-Montague	2505270	Hillcrest	250527002383		Insufficient Data			
650	Gill-Montague	2505270	Sheffield Elementary	250527002385			x		
651	Hampden-Wilbraham	2505730	Mile Tree Elementary	250573001598		Insufficient Data			
652	Hampshire	2505740	Hampshire Reg High	250574000825			x		
653	King Philip	2506510	King Philip Middle School	250651000941			x		
654	Manchester Essex Regional	2500067	Manchester Essex Regional Middle	250006702653		Insufficient Data			
655	Mendon-Upton	2507680	Miscoe Hill School	250768001279			x		
656	Mohawk Trail	2507990	Heath Elementary	250799000934		Insufficient Data			
657	Narragansett	2508280	Templeton Center	250828001288		Insufficient Data			
658	Nashoba	2508310	Pompositticut	250831001869		Insufficient Data			
659	North Middlesex	2508790	Squannacook Early Childhood Center	250879002686		Insufficient Data			
660	North Middlesex	2508790	Spaulding Memorial	250879000621		Insufficient Data			
661	Pentucket	2509450	Dr Frederick N Sweetsir	250945000414		Insufficient Data			
662	Pioneer Valley	2509600	Bernardston Elem	250960002612			x		
663	Pioneer Valley	2509600	Pearl E Rhodes Elem	250960002613		Insufficient Data			
664	Pioneer Valley	2509600	Northfield Elementary	250960002614			x		
665	Ralph C Mahar	2509900	Ralph C Mahar Reg	250990001587			x		
666	Southern Berkshire	2511040	Monterey	251104001773		Insufficient Data			
667	Southern Berkshire	2511040	New Marlborough Central	251104001775		Insufficient Data			
668	Southern Berkshire	2511040	South Egremont	251104001778		Insufficient Data			
669	Spencer-E Brookfield	2500002	Maple Street School	250000201853		Insufficient Data			
670	Spencer-E Brookfield	2500002	Lake Street	250000202408		Insufficient Data			
671	Spencer-E Brookfield	2500002	Wire Village School	250000201859			x		
672	Up-Island Regional	2500043	Chilmark Elementary	250004300508		Insufficient Data			
673	Wachusett	2511880	Glenwood Elementary School	251188002131		Insufficient Data			
674	Quaboag Regional	2512100	Warren Elementary	251210001993			x		
675	Whitman-Hanson	2512930	Maquan Elementary	251293000199		Insufficient Data			

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2010 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
676	Greater Lawrence Regional Vocatic	2505470	Gr Lawrence Reg Voc Tech	250547002267			x		

**TABLE B: SCHOOLS SERVED WITH FFY 2009 SIG FUNDS**

#	LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate
1	Boston	2502790	Blackstone	250279000201	x			
2	Boston	2502790	Dearborn	250279000222	x			
3	Boston	2502790	Elihu Greenwood	250279000229	x			
4	Boston	2502790	Harbor School	250279000952	x			
5	Boston	2502790	John F Kennedy	250279000265	x			
6	Boston	2502790	John P Holland	250279000268	x			
7	Boston	2502790	Orchard Gardens	250279002006	x			
8	Boston	2502790	Paul A Dever	250279000304	x			
9	Boston	2502790	The English High	250279000327	x			x
10	Boston	2502790	William Monroe Trotter	250279000343	x			
11	Chelsea	2503540	Chelsea High	250354000482	x			x
12	Springfield	2511130	M Marcus Kiley Middle	251113002602	x			



## Massachusetts Department of Elementary and Secondary Education Redesign Plan Requirements Updated 12-01-10

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## Redesign Plan Requirements Overview

An *Act Relative to the Achievement Gap* signed into law in January 2010 established a new process and intervention powers for improving the performance of the state’s lowest performing schools. The U.S. Department of Education is also providing a new infusion of federal School Improvement Grant (SIG) funds (under Section 1003(g) of the Elementary and Secondary Education Act) to support this work. Massachusetts refers to this competitive grant process as the School Redesign Grant (SRG). To the extent possible, ESE is consolidating and integrating federal grant and state statutory requirements in order to simplify the planning and school redesign process for districts with Level 4 schools. The **Redesign Plan** template integrates these federal and state legislative requirements with the state’s Accountability and Assistance Framework, and serves as the narrative component of a district’s application on behalf of eligible persistently lowest achieving schools for SRG funds.

The Redesign Plan is a multi-part instrument that will provide:

- I. **Executive Summary:** an overview of the district’s overall plan for school redesign.
- II. **District-Level Redesign:** an overview of district-level issues.
- III. **School-Level Redesign:** a blueprint for intervention and the implementation of the conditions for school effectiveness at each identified school (School-Level Redesign).
- IV. **Implementation Timeline and Benchmarks:** implementation benchmarks across the 3-year redesign timeframe.
- V. **Measurable Annual Goals:** measurable annual goals which serve as the standard for continued implementation of the Redesign Plan, renewal of federal grant funds, and, if applicable, exiting from Level 4 status.
- VI. **Budget:** a detailed budget with narrative for how the district proposes to expend SRG funds.

**Note:** If a district opts to close an eligible school using the federal “School Closure” model, it may apply for SRG funding to pay certain reasonable and necessary costs associated with the closure. In this case, the district does not need to complete components III, IV, and V. Justification for closure costs should be provided within the narrative section contained within the budget workbook.

<p><b>Format and Submission Requirements</b></p>	<p>The Redesign Plan must:</p> <ul style="list-style-type: none"> <li>• Be prepared within a word-processing program and printed on plain, 8 ½ x 11” size paper that is suitable for reproduction. Three ring binders will not be accepted.</li> <li>• Contain one-inch margins</li> <li>• Use 11-point font, or larger</li> <li>• Include a Table of Contents that includes attachments and appendices</li> <li>• Include page numbers in the bottom right hand corner of each page, including attachments</li> </ul> <p>The Executive Summary and District-Level Redesign components are limited to 20 pages of text total. The School-Level Redesign component for each is limited to 30 pages of text. The Implementation Timeline and Benchmarks, Measurable Annual Goals, Budget, and any additional appendices or attachments that the district may want to include are not counted toward these page limits.</p>
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# I. Executive Summary

## **Instructions**

Provide an overview (no-more than two pages) of the district's overall plan for school redesign. The executive summary should be suitable for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by ESE to share school plans with state-level stakeholders and with other districts to facilitate sharing and networking among.

## II. District-Level Redesign

### Instructions

The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including using SRG funds to provide adequate resources and related support at identified schools in order to effectively implement the required activities of the school intervention model it has selected. A district that applies for SRG funding must serve each of its Level 4 schools using one of the four federal school intervention models—Turnaround<sup>1</sup>, Restart, Closure, or Transformation. (For districts pursuing the Restart model please indicate, when appropriate, that the charter management organization (CMO) or education management organization (EMO) will be held responsible through a performance/partnership contract to perform the functions required in this application; and, in selecting the CMO/EMO, the district will be screening for particular capacities and competencies consistent with the grant requirements (e.g., school leadership pipeline, school-level redesign team, etc.). To demonstrate the district’s capacity to intervene in identified schools, please be sure to address the following district level areas.

1. **Analysis of key district needs and challenges:** Provide a description of the district’s core challenges and issues related to turning around the school(s), based on data and the district’s assessment of its current systems and policies for supporting underperforming schools.
2. **Key Strategies and Theory of Action:** Describe the district’s approach to turning around underperforming schools, the theory of action guiding district efforts and the key district strategies.
3. **District Redesign and Planning<sup>2</sup>:** Provide a description of the district’s redesign and planning process, including descriptions of teams or working groups and stakeholder groups involved in the planning process.
  - a. Describe how the district used district-level and/or school-level redesign teams/working groups to develop the intervention plans for each school.
    - i. Provide an overview of the overall structure of the district’s redesign planning process, including the number and structure of district-level and school-level redesign teams, how often they meet and interact, and the process by which decisions were or will be made.
    - ii. Provide a profile of the district-level redesign team(s), including:
      1. The composition of each redesign team.
      2. The identity of the chair or leader of each redesign team
      3. The identity and credentials of each redesign team member.
      4. Why specific members were chosen to form each team. The experience and qualifications should demonstrate that the members have experience and qualifications necessary to contribute to a plan for implementing the selected intervention model in each identified school.
4. **School redesign leadership pipeline:** Describe the actions that the district has taken (or will take) to recruit, screen, and select qualified educators who have the capability to implement one of the school intervention models.

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<sup>1</sup> **A note on the term “turnaround”:** The U.S. Department of Education uses the term “Turnaround” as the name for one of the four required intervention models that must be implemented to receive federal SIG funding. Massachusetts state law uses the term “turnaround plan” which generally refers to a plan created to intervene in the state’s lowest-achieving schools. In this document, the term “Redesign Plan” refers to the general “turnaround plan” specified in state law; the term “Turnaround” refers to the specific federal intervention model.

<sup>2</sup> SIG requirement B3a.

- a. Describe the actions that the district has taken or will take to recruit, screen and select—through both internal staff development and external recruitment—effective principals and teacher leaders who have the capability to implement one of the school intervention models.
  - b. Describe how the school will ensure that these effective educators will be placed in the district’s lowest-performing schools.
  - c. If qualified personnel have not yet been identified, describe the status of the district’s current pipeline for such individuals.
5. **External partner’s pipeline:** If applicable, describe how the district will recruit, screen, and select external providers to provide the expertise, support, and assistance to the district or to schools, as needed to implement redesign plans. External providers may assist districts with multiple aspects of redesign efforts, including implementing the redesign model, providing technical expertise in implementing a variety of components of the school intervention models, providing job-embedded professional development, designing an equitable teacher and principal evaluation system that relies on student achievement, and creating safe school environments that meet students’ social, emotional, and health needs.
- a. Describe the actions that the district has taken or will take to recruit, screen and select external providers to ensure their quality.<sup>3</sup>
  - b. Describe how the district has or will determine which external partners to utilize.
  - c. If the district has identified external providers who will assist it in implementing the intervention models, provide their credentials, experiences, and qualifications for the relevant task.
  - d. For Restarts: If the district has identified the charter operator, CMO, or EMO partners who will implement the Restart intervention in a particular school, provide their credentials, experiences, and qualifications for school intervention work. If a partner has not yet been identified, please describe the process for screening, selecting, and monitoring the progress of the organization(s) including draft language for the performance/partnership contract related to areas required for this grant application.
  - e. For Restarts: Describe how the district will plan for the sustainability of the restart once the SIG funding is expired, i.e. if a district is paying a CMO or EMO for 3 years, describe in detail its strategy for ensuring sufficient funding for the school in subsequent years.
  - f. If external providers have not yet been identified, describe the status of the district’s current pipeline for such organizations.
6. **Effective District Systems for planning, supporting, and monitoring implementation:** Provide a detailed description of the district’s systems and processes for ongoing planning, supporting, and monitoring the implementation of planned redesign efforts.
- a. Describe the teaming structures or other processes, such as the use of liaisons, coaches, or networking opportunities, to be used to support and monitor implementation of school-level redesign efforts.
  - b. Describe which district policies and practices currently exist that may promote or impede the implementation of the proposed plans and the actions the district has taken or will take to modify its policies and practices to enable its schools to implement the interventions fully and effectively<sup>4</sup>. Explain why and provide evidence for why these policies and practices need to be modified. In each case, be sure to address how the district will ensure that other schools are not adversely impacted by changes to the policies and practices. In particular, please be sure to consider and address, if appropriate:

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<sup>3</sup> SIG requirement B3b.

<sup>4</sup> SIG requirement B3d.

- i. Staff assignment policies (if not addressed above): How will displaced staff from the school be placed in other buildings? How will the district ensure that staff displaced from other buildings will not be placed into the identified school without a formal selection process?
  - ii. Student assignment policies: Will student enrollment be limited to a certain size at identified schools?
  - iii. Capital plans: Will buildings be reconfigured to support the implementation of Redesign Plans?
  - iv. Transportation: How will potential changes to school schedules, student assignment and building configurations be managed?
- c. Describe how the district will ensure that the identified school(s) receive ongoing, intensive technical assistance and related support from the district, the state, or designated external partner organizations.<sup>5</sup> Activities could include district staff dedicated to redesign efforts, specific programs that will be in place in all schools included in this application, etc.
- d. Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.
- e. For Restarts: please describe the relevant provisions in the existing or proposed performance/partnership contract that would address items b. – d. in this section.

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<sup>5</sup> SIG Transformation 4B.

### III. School-Level Redesign

#### Instructions

The School-Level Redesign section includes two parts. In Part A, please describe the elements of the 3-year Redesign Plan that will be put into place at **each identified school, using the categories provided below. In Part B, provide a detailed description of** how the school will implement the Conditions for School Effectiveness, which serves as a blueprint for school-level redesign efforts.

In order for a district to ensure eligibility for SRG funding, it must ensure that the required additional elements listed for the federal intervention model chosen—Turnaround, Restart, or Transformation—are addressed. Districts that select the Restart option should address all elements, though the school’s selected external partner will likely outline its plan for implementation rather than district or school personnel. However, the selected external partner with a demonstrated track record of success may propose an implementation plan that might not address all the elements below if a compelling rationale is given for why it is not necessary. If a partner has not yet been identified, please describe the relevant provisions from a draft contract to ensure that the School-Level Redesign requirements below will be addressed..

<b>School Name:</b>	<b>District:</b>
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#### A. School-Level Redesign Overview

1. **School-level redesign team:** Describe the school’s redesign planning process, including the specific structure of the school-level redesign team, how often it meets, and the process by which decisions were or will be made.
  - a. Provide a profile of the school-level redesign team, including:
    - i. The composition of each redesign team.
    - ii. The identity of the chair or leader of each redesign team
    - iii. The identity and credentials of each redesign team member.
    - iv. Why specific members were chosen to form each team. The experience and qualifications should demonstrate that the members have experience and qualifications necessary to contribute to a plan for implementing the selected intervention model in each identified school.
  
2. **Baseline data and needs analysis<sup>6</sup>:** Provide a detailed and data based analysis of the needs of the school that assess the current status of the school’s implementation of the Conditions for School Effectiveness. Use the data and needs analysis to identify a set of high-priority issues, linked to the Conditions for School Effectiveness that will be used to drive redesign efforts. Your analysis should:<sup>7</sup>
  - a. Examine and analyze multiple sources of data
    - i. Disaggregate MCAS, growth, and other achievement data by income, ethnicity, program, gender, grade level, language proficiency, teacher, and other categories that may help explain achievement outcomes.
    - ii. Identify patterns in the data at the school, grade, and student level and among clusters or subtopics in state standards for greater specificity.
    - iii. Include a review of other data, including but not limited to perceptual data, behavioral data, school program and process data.

<sup>6</sup> SIG requirement B1a.

<sup>7</sup> The framework for this analysis draws heavily from Community Training and Assistance Center’s *Guide to Standard Bearer Schools, March 2007*.

- iv. If possible, use tests of statistical significance to determine if differences matter, though caution should be exercised when analyzing data based on small numbers of students.
  - b. Identify **critical issues**
    - i. Determine through data analysis and then select those areas where significant groups of students are achieving below standard and/or that show student achievement is flat or has declined over time. For high schools, this should include a specific analysis regarding off-track (for graduation) and out-of-school youth.
    - ii. Record issues that emerge from observable patterns in the data.
    - iii. Look for similar trends in multiple years of data.
    - iv. Compare with state and district averages and demographically similar schools.
    - v. Identify areas of growth and/or strength in student achievement patterns.
    - vi. Look for relationships among or between critical issues and events (e.g., math scores are down; a new textbook was implemented during the previous year).
  - c. Probe for causation
    - i. Ask questions about observable patterns in the data and about the character of the data.
    - ii. Develop hypotheses about the possible reasons for the observed patterns and trends.
    - iii. Use perceptual, program, and teacher data to test hypotheses and to probe for possible causes.
    - iv. Collect additional data and input if needed (e.g., conducting interviews or focus groups with students, parents, and/or teachers on a topic)
  - d. Determine **key priorities** for redesign
    - i. Determine what the school can change (programs, processes, professional knowledge and skills); what it may influence (behavior, parent involvement, communication); and where it may need to intervene (pre-school, tutorials, parent visits, etc).
    - ii. *Select a manageable number of key priorities – 3 to 5 – as the focus of school redesign.*
3. **Redesign model**<sup>8</sup>: Provide a brief description of the redesign model selected to be used in the identified school. The description must indicate which federal intervention model—Turnaround, Transformation, or Restart—the district will or has already begun to implement in this school. Explain why the selected intervention is appropriate for this particular school based on the specific needs identified above. In the description of the redesign model, please:
- a. Explain why the selected intervention is appropriate for this particular school. (**Note:** If the district has begun implementing, in whole or in part, one of the federal intervention models—Turnaround, Transformation, Restart—within the last two years and wishes to continue or complete the intervention being implemented, please be sure to describe the actions it has already taken—including replacing the principal—to meet the specified federal requirements below.)
  - b. Describe the organizing principles or educational theory of change that will guide the implementation of this particular intervention model and how this differs from what is currently in place at the school.
4. **Stakeholder support**<sup>9</sup>: Describe the interactions the district has had with relevant stakeholders in the development of a redesign plan for each school. Provide evidence, if available, of teachers’ union support with respect to staffing and teacher evaluation requirements in the Turnaround and Transformation models, school committee commitment to eliminate any barriers and to facilitate full and effective implementation of the models, and the support of staff and parents in the school to be served.
- a. **For Level 4 Schools only:** Level 4 schools must summarize the recommendations of the local stakeholder group convened by the district superintendent as required by state law.

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<sup>8</sup> SIG requirement B1a and B3a.

<sup>9</sup> SIG requirement B8.

- b. **For districts seeking expedited approval only:** If a district is seeking expedited approval of its Redesign Plan as outlined in state law, it must summarize the public comment provided on the Redesign Plan and provide evidence of approval of the school committee.

## **B. Critical Issues, Key Priorities, Key Strategies and their Relationship to Conditions for School Effectiveness**

### **Instructions**

#### **Overview**

Please provide an overview of the school-level plan that addresses the following three questions:

- What will the school look like in three years?
- How will you know?
- What early evidence of change will signal you are on the right track? (3-4 key benchmarks)

#### **Narrative**

The response to the next section must provide a detailed description (e.g., your blueprint) of the 3-5 Key Strategies the district and school will implement in the proposed redesign effort. In your response, please explicitly link the district and school **critical issues**, as identified in Sections A.2.b to the **key priorities** and their proposed associated **key strategies**. Your **key priorities**, as identified in Section 2d, and their **key strategies** should be cross-linked to the appropriate **Conditions for School Effectiveness**. For example, **Critical Issue 1:** Chronic student absence; high rate of referral; high incidence of long and short term suspensions; **Key Priority 1:** Address School Climate; **Key Strategy 1:** Implement PBIS program; **Related Conditions for School Effectiveness:** Professional Development and Structures for Collaboration; Students' Social, Emotional and Health Needs; and Family-School Engagement. Address the district's plan for implementation of the specified Conditions for School Effectiveness at the identified school and describe how this was informed by the baseline data and needs analysis.

### **Leadership and Governance**

1. **Effective school leadership:** Describe how the district will attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.
  - a. Describe how an effective school leadership team will be mobilized. For Level 4 schools, Indicate whether the district will require the principal, administrators, teachers and staff to reapply for their positions in the school, describe the process the district will utilize to re-staff the school.
  - b. **For Turnaround and Transformation only:** Describe the process by which the district will replace the principal<sup>10</sup> who led the school prior to the commencement of the Transformation or Turnaround model. If the district has already identified the new principal and/or other key staff members who will implement the selected intervention model in the identified school, provide their credentials, experiences, and qualifications, with a particular emphasis on school turnaround competencies.
  - c. **For Turnaround and Transformation only:** Describe how the district will 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<sup>11</sup>.

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<sup>10</sup> Turnaround 1, Transformation 1A

<sup>11</sup> Turnaround 3, Transformation 1E.

- d. **For Turnaround only:** Describe how the district will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, will screen all existing staff and rehire no more than 50 percent; and select new staff<sup>12</sup>. Include how the district defines “staff”—whether this includes non-instructional staff in addition to instructional staff.
- e. **For Turnaround only:** Describe how the school will 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 district, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the district or state to obtain added flexibility in exchange for greater accountability<sup>13</sup>. Be sure to:
- f. **For Transformation only:**
  - i. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates (2) Are designed and developed with teacher and principal involvement<sup>14</sup>.
  - ii. Describe how the district will identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates (if applicable) and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.<sup>15</sup>

## Human Resources and Professional Development

- 2. **Principal’s staffing authority:** The district must ensure that the principal has the authority to identify the best teachers and ensure that they are hired to work in the identified school.
  - a. **For Turnaround and Transformation only:** Describe the operating flexibilities the school and principal will have around staffing to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates (if applicable)<sup>16</sup>.
- 3. **Professional development and structures for collaboration:** Professional development for school staff must include both job-embedded and individually pursued learning and structures for collaboration that enable teachers to have regular, frequent department and/or grade-level common planning and meeting time that is used to improve implementation of the curriculum and instructional practice.
  - a. Describe the school’s structures to provide increased, regular, and frequent meeting times for faculty to collaborate, plan, and engage in professional development within and across grades and subjects in order to improve implementation of the curriculum and instructional practice.<sup>17</sup>
  - b. Describe the school’s plan to:
    - i. Provide 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

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<sup>12</sup> Turnaround 2.

<sup>13</sup> Turnaround 5.

<sup>14</sup> Transformation 1B.

<sup>15</sup> Transformation 1C.

<sup>16</sup> Turnaround 1, Transformation 4A.

<sup>17</sup> Turnaround 8, Transformation 3A.

- equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.<sup>18</sup>
- ii. Provide or support individually pursued learning, including content-based learning.

## Student Support

4. **Tiered instruction models and adequate learning time:** The school must use data and design a school schedule to provide adequate learning time for all students in core subjects.
  - a. Describe the systems the school will put into place to identify students needing additional supports and to inform and differentiate instruction in order to meet the academic needs of individual students.<sup>19</sup> What interventions will the school use? How will they be chosen?
  - b. Describe the specific steps the school will take steps to address achievement gaps for limited English-proficient, special education and low-income students<sup>20</sup>; in particular, describe how the school will develop or expand alternative English language learning programs for limited English proficient students, notwithstanding chapter 71A.<sup>21</sup>
  - c. **For Turnaround and Transformation only:** Describe how the school will establish schedules and strategies that provide increased learning time using a longer school day, week, or year schedule to significantly increase the total number of school hours (compared to time prior to the start of the Transformation model) to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography and (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations<sup>22</sup>.
5. **Students' social, emotional, and health needs<sup>23</sup>:** The school must create a safe environment, make effective use of a system for addressing the social, emotional, and health needs of its students, and provide appropriate social-emotional and community-oriented services and supports for students. Describe how the school will:
  - a. Take steps to address social service and health needs of students and their families, to help students arrive and remain at school ready to learn. This may include mental health and substance abuse screening.<sup>24</sup>
6. **Family-school relationships<sup>25</sup>:** The school must develop strong working relationships with families and appropriate community partners/providers in order to support students' academic progress and social/emotional well-being. Describe how the school will:
  - a. Provide ongoing mechanisms for parent, family, and community engagement.<sup>26</sup>
  - b. Take steps to improve or expand child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment.<sup>27</sup>
  - c. Improve workforce development services provided to students and their families at the school, to provide students and families with meaningful employment skills and opportunities.<sup>28</sup>

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<sup>18</sup> Turnaround 4, Transformation 1D.

<sup>19</sup> Turnaround 7, Transformation 2B

<sup>20</sup> *Act Relative to the Achievement Gap*, Massachusetts law – address achievement gaps

<sup>21</sup> *Act Relative to the Achievement Gap*, Massachusetts law – Alternative ELL programs

<sup>22</sup> Turnaround 8, Transformation 3A.

<sup>23</sup> Turnaround 9.

<sup>24</sup> *Act Relative to the Achievement Gap*, Massachusetts law – address social service and health needs

<sup>25</sup> Turnaround 9.

<sup>26</sup> Transformation 3B; State measurable annual goal 10.

<sup>27</sup> *Act Relative to the Achievement Gap*, Massachusetts law – child welfare services and law enforcement

## Financial and Asset Management

7. **Strategic use of resources and adequate budget authority:** District and school plans must be coordinated to provide integrated use of internal and external resources (human, financial, community, and other) to achieve each school’s mission.
  - a. **For Turnaround and Transformation only:** Describe the operating flexibilities the school and principal will have around budget to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates (if applicable).
  - b. Provide a three-year financial plan for the school. In this plan, describe how any additional funds to be provided by the district, commonwealth, federal government or other sources will support the implementation of the Redesign Plan, and how the district will align other resources (e.g. Title I, Part A—regular and school improvement funds, Title II Part A and Title II Part D, Title II, Part A, other state and community resources) with the proposed intervention model<sup>29</sup>.
  - c. Describe how the intervention reforms will be sustained after the Redesign Plan period and, if applicable, after federal SRG funds end in three years.<sup>30</sup> Specifically address:
    - i. The level and amount of technical assistance the district will provide to the school in each year of the Redesign Plan (e.g., this may decrease over the three-year period).
    - ii. How resources may be utilized or redirected to support priority areas (e.g., structures for collaborative planning time, professional development for school staff to ensure that redesign practices are institutionalized) to ensure that redesign efforts can be sustained.
    - iii. Plans for use of other resources to sustain critical elements of the redesign model.

## Curriculum, Instruction, and Assessment

8. **Aligned curriculum:** The school’s taught curricula must be aligned across multiple dimensions. Describe how data is used to identify and implement comprehensive, research-based, instructional programs that are aligned with Massachusetts curriculum frameworks and MCAS performance level descriptions, vertically aligned between grades (from one grade to the next), and horizontally aligned (across classrooms at the same grade level and across sections of the same course).<sup>31</sup>
9. **Effective instruction:** Instruction across subject areas must reflect effective practice and high expectations for all students. Describe how school staff will have a common understanding of the features of high-quality standards-based and the school’s system for monitoring instructional practice.
10. **Student Assessment:** The school must use a balanced system of formative and benchmark assessments.
  - a. Describe the specific processes the district and school will put in place to promote the continuous use of assessment data to inform and differentiate instruction in order to meet the academic needs of individual students.<sup>32</sup>
  - b. If applicable, specifically describe the developmentally appropriate child assessments from pre-kindergarten through third grade that the school will use and be sure to include annual implementation and use of data benchmarks in the action plan.

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<sup>28</sup> *Act Relative to the Achievement Gap*, Massachusetts law – workforce development services

<sup>29</sup> *Act Relative to the Achievement Gap*, Massachusetts law – financial plan for school; Also SIG Requirement B3c.

<sup>30</sup> SIG requirement B3e.

<sup>31</sup> Turnaround 6, Transformation 2A

<sup>32</sup> Turnaround 7, Transformation 2B

## IV. Implementation Timeline and Benchmarks<sup>33</sup>

The district must outline an implementation timeline and benchmarks at **each identified school** to demonstrate that it has sufficient capacity to implement the basic elements of the selected intervention model by the beginning of the grant funding and measure the progress of implementation across the up-to-three year period of the Redesign Plan. Full details should be provided for the pre-implementation period and year 1, with an outline of expected activities for years 2 and 3. Duplicate, modify, and expand the template below as needed. For the Restart model, please document the timeline for recruiting, selecting, and contracting with the CMO/EMO (Restart applicants will need to amend an approved application once the CMO/EMO to provide the final performance/partnership contract that would include implementation timelines and benchmarks consistent with this section).

Conditions for School Effectiveness	Pre-Implementation (before full implementation September 2011 of SRG grant)	Year 1	Year 2	Year 3
Effective district systems for school support and intervention				
Effective school leadership				
Professional development and structures for collaboration				
Tiered Instruction and adequate learning time				
Students' social, emotional, and health needs				
Family-school relationships				
Strategic use of resources and adequate budget authority				
Aligned curriculum				
Effective instruction				
Student assessment				

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<sup>33</sup> SIG requirement B4.

## V. Measurable Annual Goals<sup>34</sup>

The district must describe ambitious-yet-attainable measurable annual goals for student achievement on the Massachusetts Comprehensive Assessment System (MCAS) tests in both English language arts and mathematics that it has established in order to monitor the performance of schools in which it will implement an intervention model. The district may also establish measurable annual goals using other assessments or in other areas of school performance to measure the success the implementation of the Redesign Plan.

When defining measurable annual goals, the district must ensure that each one addresses each of the following questions:

<b>What</b> will change, or	<b>What</b> will the result be?	[assessment tool or metric]
<b>Who</b> will achieve the change, or	<b>Who</b> will achieve result?	[person(s) or organization(s)]
<b>How much</b> change is expected, or	<b>How much</b> will the result be?	[quantity]
<b>When*</b> will the change be achieved, or	<b>When*</b> will the results occur?	[timeframe or target date]

\*In most cases, these targets will be set annually, though in some cases, districts may propose target dates that occur within a year.

The district and school's performance against these measurable annual goals will be assessed by ESE to determine if sufficient progress has been made to warrant renewal of federal SRG awards and to continue implementing a Redesign Plan.

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<sup>34</sup> SIG requirement B5; also *Act Relative to the Achievement Gap*, Massachusetts law –measurable annual goals

## **VI. Budget**

Please complete the separate budget workbook.

## Overview | [Table of Contents](#)

### Step One - Before you begin

The budget workbook is a Microsoft Excel file which includes macros that enable the workbook to compute totals and summary tables.

**Please do NOT use the copy and paste functions within this workbook. It will create problems with the formulas embedded in the workbook.**

For **Microsoft Office 2000/2003**, you may need to change the security setting in Excel. In Excel, click 'Tools', 'Macro', and then 'Security'. When the dialog box appears, change the security setting to 'Medium' and then click 'OK'. Close the Excel Application. You can now open the budget file.

For **Microsoft Office 2007** you may need to change the security setting in Excel. In Excel, click on the 'Office Button' located on the upper left of Excel. Select 'Trust Center' located on the left panel. Click on 'Trust Center Setting'. Select 'Macro Settings' and then select 'Enable all macros (not recommended, potentially dangerous code can run)'. Close the Excel Application. You must save the workbook as an earlier version of Excel (.xls not .xlsx).

### Step Two - Select your LEA - **DO NOT SKIP THIS STEP**

[Table of Contents](#)

Access the Cover Sheet by clicking the link in the Table of Contents below or the appropriate tab at the bottom of this workbook. Select your LEA's name from the drop-down list. Doing so prepopulates information on other sheets in the workbook. Enter your contact information, including an alternative telephone number/email address.

### Step Three - Identify schools to be served

[Table of Contents](#)

Access the Schools Served sheet by clicking the link in the Table of Contents below or the appropriate tab at the bottom of this workbook. For each eligible school in your LEA, select the intervention model you will implement. If you have nine or more eligible Tier I and II schools in your LEA you may not implement the transformation model in more than 50% of those schools. Then complete the school-level budget detail page. For the eligible schools that the LEA elects not to serve with School Redesign Grant (SRG) funds, explain the LEA's lack of capacity to do so on the corresponding page. Also complete the LEA-level budget detail page for any LEA-level expenditures designed to directly support implementation of these interventions at the selected schools only.

### Step Four - Complete budget pages for each identified school and for LEA-level activities.

[Table of Contents](#)

Access each budget page through links within the Schools Served sheet. Please provide complete narrative and budget information in each sheet.

### Pre-Implementation - Allowable uses of Pre-Implementation Funds

*These are possible, but not exhaustive, activities that an LEA may carry out, depending on school context, using SRG funds in the spring or summer prior to full implementation. For Level 4 Schools considering funding Pre-Implementation activities using FY11 School Redesign Grant funds, please submit the Addendum: Bridge Grant Evaluation to indicate how Bridge Grants (Fund Code 323-D) are being used in the current school year, and why additional Pre-Implementation funds will be necessary.*

**Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

**Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

**Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

**Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

**Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

**Preparation for Accountability Measures:** Develop and pilot a data system for use in SRG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SRG-funded schools.

### Step Five - Check Combined Budget Page

[Table of Contents](#)

In Step Four you entered budget information on one or more worksheets on your LEA's proposed activities. This information will transfer automatically to the Combined Budget page to create a combined total LEA grant budget. While you cannot change most details on the Combined Budget in this step you should ensure that the details from your school-level budget worksheet(s) are accurately represented. If not, please make the appropriate changes in the respective budget sheet. If applicable, you can enter the indirect costs directly on the Combined Budget Page.

Make sure that the total amount requested is at least \$50,000 but no more than \$2 million per year per school (LEA-level activities should be prorated equally between schools served).

### Step Six - Submit Grant Application

[Table of Contents](#)

**Grant application must be submitted by the deadline and in accordance with instructions outlined in the RFP at:**

TBD

**Questions? Please contact :**

[SRG@doe.mass.edu](mailto:SRG@doe.mass.edu)

## [Overview](#) | [Table of Contents](#)

Click the links below to access worksheets in the budget workbook.

[Cover Sheet - Including Signature Page](#)

[Schools Served](#)

[Lack of Capacity](#)

[LEA-Level Budget](#)

### School-Level Budget Sheet

(Tabs with school names will appear after an intervention model is selected and the "Go to Budget Detail" link is clicked for each school on the Schools Served page.)

[Implementation Combined Budget \(Read-only except for Indirect Costs\)](#)

[Pre-Implementation Combined Budget \(Read-only except for Indirect Costs\)](#)

[Implementation - Amendment Form \(AM 1\)](#)

[Pre-Implementation - Amendment Form \(AM 1\)](#)

[Indirect Cost Calculator](#)

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  
Cover Sheet

**PART I - GENERAL**

<b>A. APPLICANT</b>		<b>Select a LEA Name:</b>	Org Name <input type="text"/>	<b>LEA Code:</b>	Org <input type="text"/>
<b>Coordinator Name:</b>		<input type="text"/>			<b>Email:</b>
<b>Address:</b>		<input type="text"/>			
		Address 1			
		Address 2			
		Town	MA	Zip	
<b>Contact Tel:</b>	<input type="text"/>	ext	<input type="text"/>	<b>Alternative Tel:</b>	<input type="text"/>
				<b>Submission date:</b>	<input type="text"/>

B. APPLICATION FOR PROGRAM FUNDING				
Fund Code	Program Name	PROJECT DURATION		TOTAL AMOUNT REQUESTED:
		FY11	FROM:	TO:
<b>511/767</b>	School Redesign Grant		Upon Approval	8/31/2011
		FY12	FROM:	TO:
<b>511/767</b>	School Redesign Grant		Upon Approval	8/31/2012

This amount is linked to the grand total on the budget page and cannot be edited here.

**C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICATION STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS**

<b>AUTHORIZED SIGNATORY:</b>	<input type="text"/>	<b>TITLE:</b>	<input type="text"/>
<b>TYPED NAME:</b>	<input type="text"/>	<b>DATE:</b>	<input type="text"/>

**REQUESTED SUBMISSION DUE: Per Completion of Each Grant**  
*Mail or hand-deliver*

- six (6) hard copies of the Redesign Plan
- one (1) hard copy of the Budget Workbook
- one (1) hard copy of the Contact Form
- one (1) hard copy with original superintendent signature of the Assurances and Waivers page
- one (1) hard copy of the Addendum: Bridge Grant Evaluation, if applicable
- one (1) hard copy with original superintendent signature of the Grant Cover Page contained within the Budget Workbook to:

Janet Pineault  
Center for Targeted Assistance  
MA Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148

**Email an web accessible electronic copy of the Redesign Plan, Contact Form and Budget Workbook to: [SRG@doe.mass.edu](mailto:SRG@doe.mass.edu)**



**Lack of Capacity to Serve all Tier I schools**

**Org Name**

An LEA must serve all of its Tier I schools if it has the capacity to do so. However, an LEA may take into consideration, in determining its capacity, whether it also plans to serve one or more Tier II schools. In other words, an LEA with capacity to serve only a portion of its Tier I and Tier II schools may serve some of each set of schools; it does not necessarily have to expend its capacity to serve all of its Tier I schools before serving any Tier II schools.

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.

A LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools.

# LEA-Level Budget

District Name	Org Name
---------------	----------

This worksheet contains the FY12 Year 1 Implementation and Pre-Implementation and budget narrative and allocation form. Use the link below to access the forms and the 'Summary of Grant Request Across Four Years' form.

## FY12 YEAR 1 IMPLEMENTATION (SEPTEMBER 1, 2011 - AUGUST 31, 2012)

[GRANT BUDGET NARRATIVE](#)

[ALLOCATION OF FUNDS FORM](#)

## PRE - IMPLEMENTATION (MARCH 1, 2011 - AUGUST 31, 2011)

[GRANT BUDGET NARRATIVE](#)

[ALLOCATION OF FUNDS FORM](#)

[Allowable uses of Pre-Implementation Funds](#)

[SUMMARY OF GRANT REQUEST ACROSS FOUR YEARS \(FY11 to FY14\)](#)

### FY12 YEAR 1 IMPLEMENTATION LEA-Level Budget Narrative Overview

**Instructions:** In the space below, provide an overview of how the proposed grant expenditures in FY12 will directly support the implementation of the selected intervention model according to the Implementation Timeline and Benchmarks submitted within your Redesign Plan. Please note that the below budget narrative should specifically address only the elements of the Redesign Plan that are being funded with Fund Code 511/767 grant funds. In the FY12 Grant Budget Detail section below, for each proposed FY12 grant budget expenditure, provide justification (to the right) for how individual expenditures are necessary to support the implementation of the selected intervention model as outlined in your Redesign Plan. Finally, in the Summary of Grant Request Across Four Years section at the bottom of this worksheet, please summarize proposed expenditures for FY13 and FY14. (Additional detail will be required upon renewal of the grant.)



LEA-Level Budget

**District Name**      **Org Name**

5 CONTRACTUAL SERVICES	Rate (\$)	Hour/Day	Amount	Expenditure Justification
Consultants				
_____				
_____				
_____				
Specialists				
_____				
_____				
_____				
Instructors				
_____				
_____				
_____				
Speakers				
_____				
Substitutes				
_____				
Supplemental Educational Services (SES) - Contracted Service Provider				
_____				
Neglected or Delinquent Children - Contracted Service Provider (if applicable)				
_____				
Other				
_____				

**SUB-TOTAL**      **\$**      **-**

6 SUPPLIES AND MATERIALS	Amount	Expenditure Justification
Textbooks and Instructional Materials		
_____		
_____		
_____		
Instructional Technology including Software		
_____		
_____		
_____		
Non-instructional Supplies		
_____		
_____		

**SUB-TOTAL**      **\$**      **-**

7 TRAVEL: Mileage, conference registration, hotel and meals	Amount	Expenditure Justification
Supervisory Staff		
_____		
Instructional Staff		
_____		
Other		
_____		

**SUB-TOTAL**      **\$**      **-**

8 OTHER COSTS:	Amount	Expenditure Justification
Transportation of Students		
Memberships/Subscriptions		
Advertising		
Printing/Reproduction		
Maintenance/Repairs		
Rental of Space		
Rental of Equipment		
Telephone/Utilities		

**SUB-TOTAL**      **\$**      **-**

9 INDIRECT COSTS - <i>Must be entered directly on Combined Budget Worksheet</i>	Amount	Expenditure Justification
<b>10 EQUIPMENT:</b> Only list items costing \$5,000 or more per unit and having a useful life of more than one year. Describe below.		
Instructional Equipment		
Non-instructional Equipment		

**SUB-TOTAL**      **\$**      **-**

**TOTAL FUNDS REQUESTED**      **\$**      **-**

**PRE-IMPLEMENTATION - LEA-Level Budget Narrative Overview**

**Instructions:** In the space below, provide an overview of how the proposed grant expenditures in FY11 will directly support the pre-implementation of the selected intervention model according to the Implementation Timeline and Benchmarks submitted as part of the school-level Redesign Plan. For Level 4 Schools considering funding Pre-Implementation activities using FY11 School Redesign Grant funds, please submit the Addendum: Bridge Grant Evaluation to indicate how Bridge Grants (Fund Code 323-D) are being used in the current school year, and why additional Pre-Implementation funds will be necessary.

Please note that this narrative overview should specifically address only the elements of the Redesign Plan that are being funded with Fund Code 511/767 grant funds. In the Pre-Implementation Grant Budget Detail section below, for each proposed Pre-Implementation grant budget expenditure, provide justification (to the right) for how individual expenditures are necessary to support the pre-implementation or the implementation of the selected intervention model as outlined in the Redesign Plan. Finally, in the Summary of Grant Request Across Four Years section at the bottom of this worksheet, please summarize proposed expenditures for FY13 and FY14. (Additional detail will be required upon renewal of the grant.)







LEA-Level Budget

District Name      Org Name

**SUMMARY OF GRANT REQUEST ACROSS FOUR YEARS**

		Amount					Narrative Summary for FY13 and FY14 Grant Budget Request
		Pre-Imp	FY12	FY13	FY14	Total	
1	ADMINISTRATORS	\$0	\$0			\$0	
2	INSTRUCTIONAL/ PROFESSIONAL STAFF	\$0	\$0			\$0	
3	SUPPORT STAFF	\$0	\$0			\$0	
4	FRINGE BENEFITS	\$0	\$0			\$0	
5	CONTRACTUAL SERVICES	\$0	\$0			\$0	
6	SUPPLIES AND MATERIALS	\$0	\$0			\$0	
7	TRAVEL	\$0	\$0			\$0	
8	OTHER COSTS	\$0	\$0			\$0	
10	EQUIPMENT	\$0	\$0			\$0	
<b>TOTAL FUNDS REQUESTED FOR LEA</b>		\$0	\$0	\$0	\$0	\$0	

**B. APPLICANT AGENCY**      Org Name \_\_\_\_\_      District Code: Org \_\_\_\_\_      Implementation: FY 2012

Contact Person: \_\_\_\_\_      Address: Address 1 \_\_\_\_\_      Town \_\_\_\_\_      Zip \_\_\_\_\_

Telephone: \_\_\_\_\_ x \_\_\_\_\_      Email address: \_\_\_\_\_

Alternative phone #: \_\_\_\_\_      Submission Date: \_\_\_\_\_

PLEASE PROVIDE ALL OF THE INFORMATION REQUESTED ABOVE AND SUBMIT ALL PAGES OF THE BUDGET DETAIL.

**C. ASSIGNMENT THROUGH SCHEDULE A**     

Check this box ONLY if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Detail.

D. STAFFING CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS*	H. AMOUNT	I. TOTAL
<b>1. ADMINISTRATORS:</b>					
Supervisor/Director (MTRS)			<input type="checkbox"/>		
Project Coordinator (MTRS)			<input type="checkbox"/>		
Supervisor/Director			<input type="checkbox"/>		
Project Coordinator			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
Stipends			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
<b>SUB-TOTAL</b>					
<b>2. INSTRUCTIONAL/ PROFESSIONAL STAFF:</b>				<b>Do not use cents</b>	
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
Stipends			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
<b>SUB-TOTAL</b>					

B. APPLICANT AGENCY      Org Name      District Code: Org      Implementation: FY 2012

D. STAFFING CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS*	H. AMOUNT	I. TOTAL
<b>3. SUPPORT STAFF</b>					
Aides/Paraprofessionals (MTRS)			<input type="checkbox"/>		
Aides/Paraprofessionals			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
Secretary/Bookkeeper (MTRS)			<input type="checkbox"/>		
Secretary/Bookkeeper			<input type="checkbox"/>		
			<input type="checkbox"/>		
Other			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
Stipends (MTRS)			<input type="checkbox"/>		
Stipends			<input type="checkbox"/>		
<b>SUB-TOTAL</b>					

\* Check the MTRS box if the identified employee(s) is/are a member of the MA Teachers' Retirement System. This requirement only applies to federally-funded grant programs.

4. FRINGE BENEFITS:	AMOUNT	LINE ITEM SUB-TOTAL
4-a MA TEACHERS' RETIREMENT SYSTEM (Federally-funded grants only)		
4-b OTHER FRINGE BENEFITS (Other retirement systems, health insurance, FICA)		
<b>SUB-TOTAL</b>		

5. CONTRACTUAL SERVICES: Indicate the services to be provided and the rate to be paid per hour or per day, whichever is applicable.	Rate(\$)	Hour/Day	H. AMOUNT	I. LINE ITEM SUB-TOTAL
<b>CONSULTANTS -</b>				
<b>SPECIALISTS -</b>				
<b>INSTRUCTORS -</b>				
<b>SPEAKERS -</b>				
<b>SUBSTITUTES -</b>				
<b>OTHER -</b>				
<b>SUB-TOTAL</b>				

PART II - PROJECT EXPENDITURES - DETAIL INFORMATION			A. FUND CODE: 511/767	
B. APPLICANT AGENCY	Org Name	District Code: Org	Implementation:	FY 2012
6. <b>SUPPLIES AND MATERIALS:</b> Items costing less than \$5,000 per unit <i>or</i> having a useful life of less than one year.			<b>H. AMOUNT</b>	<b>I. LINE ITEM SUB-TOTAL</b>
TEXTBOOKS AND INSTRUCTIONAL MATERIALS -				
INSTRUCTIONAL TECHNOLOGY INCLUDING SOFTWARE -				
NON-INSTRUCTIONAL SUPPLIES -				
SUB-TOTAL				
7. <b>TRAVEL:</b> Mileage, conference registration, hotel, and meals				
SUPERVISORY STAFF -				
INSTRUCTIONAL STAFF -				
OTHER -				
SUB-TOTAL				
8. <b>OTHER COSTS:</b> Please indicate the amount requested in each category				
			<b>Do not use cents</b>	
Transportation of Students				
Memberships/Subscriptions				
Advertising				
Printing/Reproduction				
Maintenance/Repairs				
Rental of Space				
Rental of Equipment				
Telephone/Utilities				
SUB-TOTAL				
9. <b>INDIRECT COSTS:</b> First, click on the 'Indirect Cost Calculator' link to access the worksheet to calculate maximum amount that can be used for indirect costs. Then enter approved rate and the amount from the 'Indirect Cost Calculator' worksheet (cell D13 or D22) in the green cell to the right:		<b>Approved Rate:</b>	<a href="#">Click here Indirect Cost Calculator</a>	
10. <b>EQUIPMENT:</b> Provide a statement of need and cost of each item in the Notes Page. Items costing \$5,000 or more per unit <i>and</i> having a useful life of more than one year.			<b>H. AMOUNT</b>	<b>I. LINE ITEM SUB-TOTAL</b>
INSTRUCTIONAL EQUIPMENT				
NON-INSTRUCTIONAL EQUIPMENT				
SUB-TOTAL				
<b>TOTAL FUNDS REQUESTED</b>				

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION  
STANDARD APPLICATION FOR PROGRAM GRANTS**

**FORM AM 1  
(AMENDMENT REQUEST FORM)**

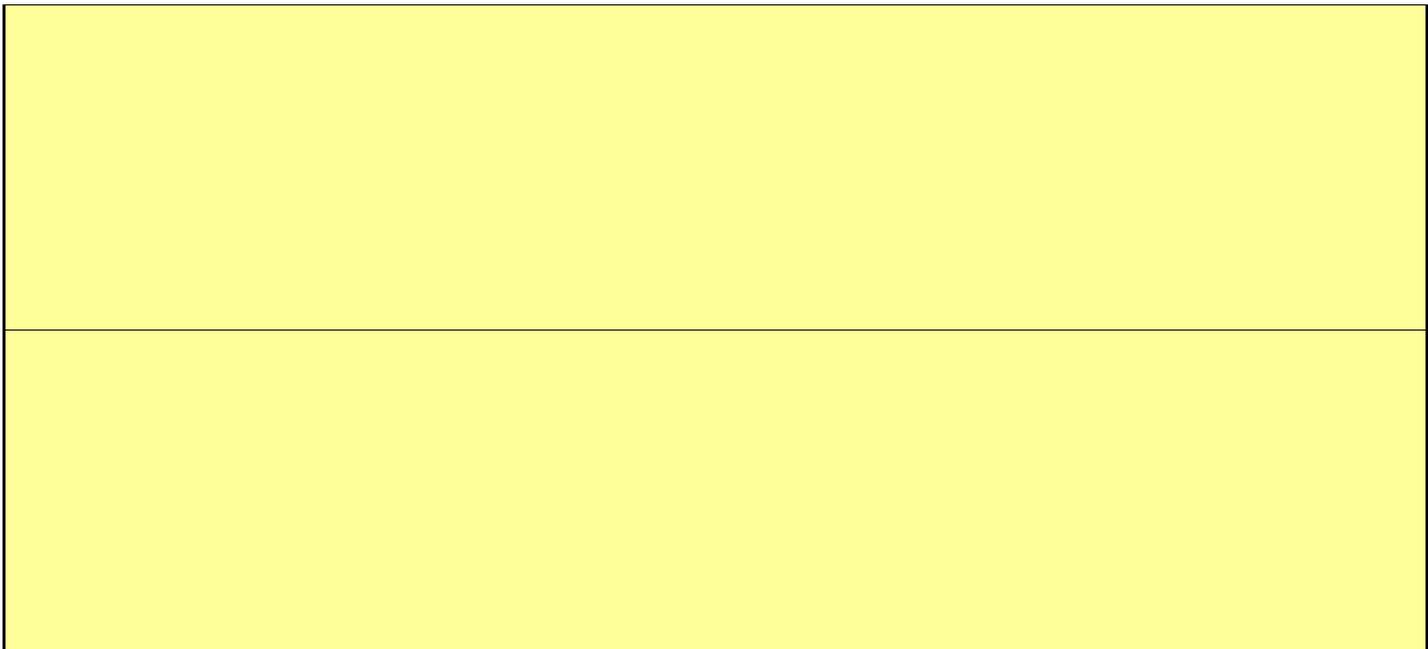
**PART 1:**

- A. Fill in the highlighted sections of Parts I and II only (Part III will be calculated automatically) and submit the request at least 30 days prior to the proposed change and no later than 30 days prior to the termination date of the project.
- B. Email the entire workbook to: SRG@doe.mass.edu
- C. Also, mail two copies of this signed Amendment form to:  
**Janet Pineault, Center for Targeted Assistance**  
**Massachusetts Department of Elementary and Secondary Education**  
**75 Pleasant Street Malden, MA 02148-4906**
- D. Amendment requests must be approved in writing by an authorized representative of the Department of Elementary and Secondary Education prior to implementation.

<b>E. Grant Recipient:</b> (Legal Name of Agency)	<b>Org Name</b> <b>Org</b>	<b>FY12</b>
<b>F. Address:</b> (Street, City/Town/Zip Code)	<b>Address 1</b> Town	<b>Address 2</b> Zip
<b>G. Project Number:</b>		
<b>H. Name of grant program/ Source of funds</b>	<b>Implementation - School Redesign Grant</b>	
<b>I. Name of person Completing this report:</b>  (Print or Type)	<b>Name:</b>	
	<b>Title:</b>	
	<b>Phone Number:</b>	

**PART II**

Justification: Provide a detailed explanation and justification of why the proposed amendment should be implemented. Describe how this change will affect the original program plan. Describe any changes to school allocation amounts and/or reservations (set-asides). Attach additional sheets if the space provided is insufficient. Update narrative details on Activity worksheets, as necessary. Precede any updated text with "[Date] Amendment". **(Note: the "Enter" key works only when "Alt" + "Enter" are pressed together)**



**PART III:** (This section will be automated and data SHOULD NOT be entered by school district personnel)

- A. Column A will be filled in by the Department of Elementary & Secondary Education
- B. Column B will be filled in by the Dept of Elementary & Secondary Education as each amendment is approved.
- C. Column C will fill in automatically as line item changes are made to the budget sheet.
- D. Column D will fill in automatically according to changes in Column C.

		Column A	Column B	Column C	Column D
LINE ITEM		BUDGET APPROVED ORIGINALLY	APPROVED AMENDED BUDGET (If applicable)	AMENDMENT REQUEST	REVISED BUDGET
1. Administrators					
2. Instructional/Direct Service Staff					
3. Support Staff					
4. Fringe Benefits	MTRS				
	Other				
5. Contractual Services					
6. Supplies					
7. Travel					
8. Other					
9. Indirect Costs					
10. Equipment					
<b>11. Total</b>					

I CERTIFY THAT THE INFORMATION CONTAINED IN THIS AMENDMENT REQUEST IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS AMENDMENT REQUEST THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

I CERTIFY FURTHER THAT IF THE DISTRICT INTENDS TO SPEND LESS THAN THE AMOUNT NEEDED TO MEET ITS 20 PERCENT OBLIGATION ON CHOICE-RELATED TRANSPORTATION AND SUPPLEMENTAL EDUCATIONAL SERVICES (SES) IN A GIVEN SCHOOL YEAR, THE DISTRICT MEETS ALL OF THE FOLLOWING CRITERIA: (1) THE DISTRICT HAS PARTNERED, TO THE EXTENT PRACTICABLE, WITH OUTSIDE GROUPS TO HELP INFORM ELIGIBLE STUDENTS AND THEIR FAMILIES OF THE OPPORTUNITIES TO TRANSFER OR TO RECEIVE SES; (2) THE DISTRICT HAS ENSURED THAT ELIGIBLE STUDENTS AND THEIR PARENTS HAD A GENUINE OPPORTUNITY TO SIGN UP TO TRANSFER OR TO OBTAIN SES, AND WERE PROVIDED AT LEAST TWO SES ENROLLMENT PERIODS; (3) THE DISTRICT HAS ENSURED THAT ELIGIBLE SES PROVIDERS WERE GIVEN ACCESS TO SCHOOL FACILITIES USING A FAIR, OPEN, AND OBJECTIVE PROCESS, ON THE SAME BASIS AND TERMS AS ARE AVAILABLE TO OTHER GROUPS THAT SEEK ACCESS TO SCHOOL FACILITIES; AND (4) THE DISTRICT MAINTAINS RECORDS THAT IT HAS MET THESE CRITERIA.

1. Signature of Authorized Representative:	<b>X</b>
2. Typed or Printed Name:	
3. Title:	
4. Date Report Submitted:	

**PART IV (To be completed by the Department of Elementary & Secondary Education) ACTION TAKEN**

<b>A. APPROVED</b>		EFFECTIVE DATE OF APPROVAL:	
<b>B. DISAPPROVED</b>		REASON FOR DISAPPROVAL:	
1. Signature of Authorized ESE Representative:	<b>X</b>		
2. Typed or Printed Name:			
3. Title:			
4. Date:			

AM 1

Revised 1 <<>>

**B. APPLICANT AGENCY**      Org Name \_\_\_\_\_      District Code: Org \_\_\_\_\_      Pre-Implementation: FY 2011

Contact Person: \_\_\_\_\_      Address: Address 1 \_\_\_\_\_      Town \_\_\_\_\_      Zip \_\_\_\_\_

Telephone: \_\_\_\_\_      x      Email address: \_\_\_\_\_

Alternative phone #: \_\_\_\_\_      Submission Date: \_\_\_\_\_

PLEASE PROVIDE ALL OF THE INFORMATION REQUESTED ABOVE AND SUBMIT ALL PAGES OF THE BUDGET DETAIL.

**C. ASSIGNMENT THROUGH SCHEDULE A**     

Check this box ONLY if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Detail.

D. STAFFING CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS*	H. AMOUNT	I. TOTAL
<b>1. ADMINISTRATORS:</b>					
Supervisor/Director (MTRS)			<input type="checkbox"/>		
Project Coordinator (MTRS)			<input type="checkbox"/>		
Supervisor/Director			<input type="checkbox"/>		
Project Coordinator			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
Stipends			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
<b>SUB-TOTAL</b>					
<b>2. INSTRUCTIONAL/ PROFESSIONAL STAFF:</b>				<b>Do not use cents</b>	
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
Stipends			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
<b>SUB-TOTAL</b>					

**B. APPLICANT AGENCY**      Org Name \_\_\_\_\_      District Code: Org \_\_\_\_\_      Pre-Implementation: FY 2011

D. STAFFING CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS*	H. AMOUNT	I. TOTAL
<b>3. SUPPORT STAFF</b>					
Aides/Paraprofessionals (MTRS)			<input type="checkbox"/>		
Aides/Paraprofessionals			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
Secretary/Bookkeeper (MTRS)			<input type="checkbox"/>		
Secretary/Bookkeeper			<input type="checkbox"/>		
			<input type="checkbox"/>		
Other			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
Stipends (MTRS)			<input type="checkbox"/>		
Stipends			<input type="checkbox"/>		
<b>SUB-TOTAL</b>					

\* Check the MTRS box if the identified employee(s) is/are a member of the MA Teachers' Retirement System. This requirement only applies to federally-funded grant programs.

4. FRINGE BENEFITS:	AMOUNT	LINE ITEM SUB-TOTAL
<b>4-a MA TEACHERS' RETIREMENT SYSTEM (Federally-funded grants only)</b>		
<b>4-b OTHER FRINGE BENEFITS (Other retirement systems, health insurance, FICA)</b>		
<b>SUB-TOTAL</b>		

5. CONTRACTUAL SERVICES: Indicate the services to be provided and the rate to be paid <i>per hour</i> or <i>per day</i> , whichever is applicable.	Rate(\$)	Hour/Day	H. AMOUNT	I. LINE ITEM SUB-TOTAL
<b>CONSULTANTS -</b>				
<b>SPECIALISTS -</b>				
<b>INSTRUCTORS -</b>				
<b>SPEAKERS -</b>				
<b>SUBSTITUTES -</b>				
<b>OTHER -</b>				
<b>SUB-TOTAL</b>				



**MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION  
STANDARD APPLICATION FOR PROGRAM GRANTS**

**FORM AM 1  
(AMENDMENT REQUEST FORM)**

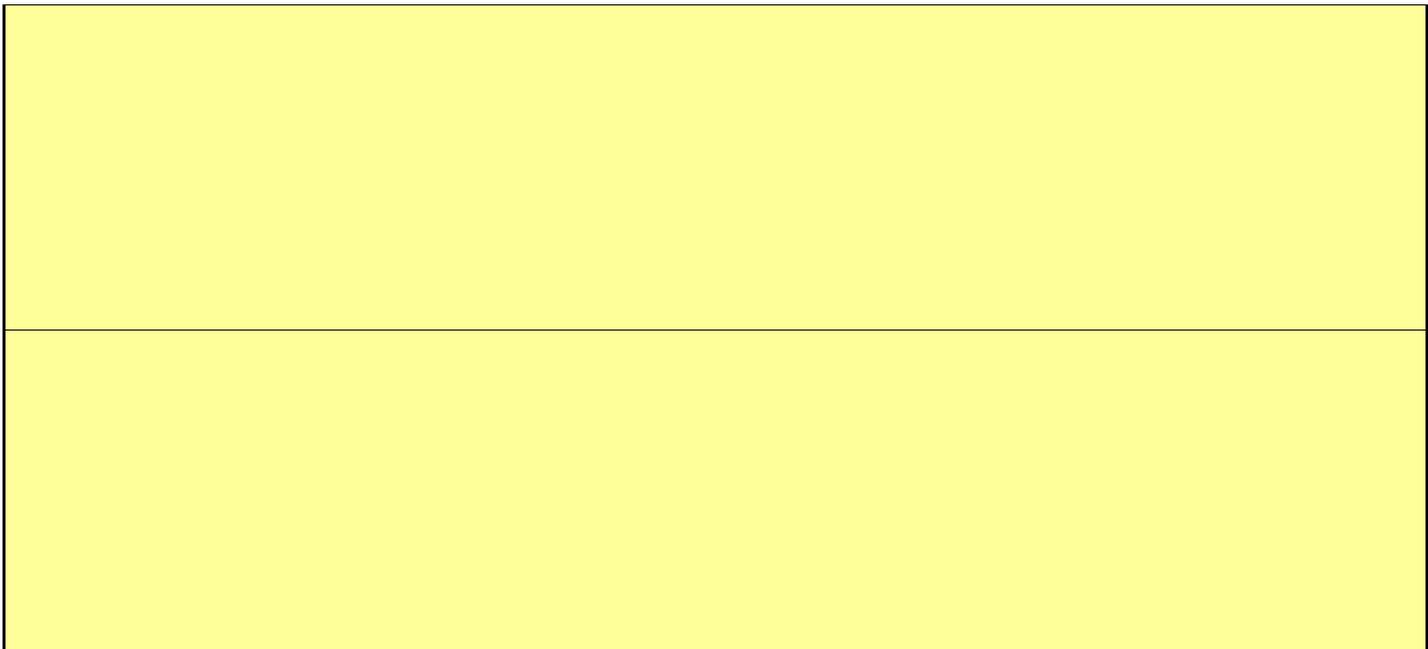
**PART 1:**

- A. Fill in the highlighted sections of Parts I and II only (Part III will be calculated automatically) and submit the request at least 30 days prior to the proposed change and no later than 30 days prior to the termination date of the project.
- B. Email the entire workbook to: SRG@doe.mass.edu
- C. Also, mail two copies of this signed Amendment form to:  
**Janet Pineault, Center for Targeted Assistance**  
**Massachusetts Department of Elementary and Secondary Education**  
**75 Pleasant Street Malden, MA 02148-4906**
- D. Amendment requests must be approved in writing by an authorized representative of the Department of Elementary and Secondary Education prior to implementation.

<b>E. Grant Recipient:</b> (Legal Name of Agency)	<b>Org Name</b> <b>Org</b>	<b>FY11</b>
<b>F. Address:</b> (Street, City/Town/Zip Code)	<b>Address 1</b> Town	<b>Address 2</b> Zip
<b>G. Project Number:</b>		
<b>H. Name of grant program/ Source of funds</b>	<b>Pre-implementation - School Redesign Grant</b>	
<b>I. Name of person Completing this report:</b>  (Print or Type)	<b>Name:</b>	
	<b>Title:</b>	
	<b>Phone Number:</b>	

**PART II**

Justification: Provide a detailed explanation and justification of why the proposed amendment should be implemented. Describe how this change will affect the original program plan. Describe any changes to school allocation amounts and/or reservations (set-asides). Attach additional sheets if the space provided is insufficient. Update narrative details on Activity worksheets, as necessary. Precede any updated text with "[Date] Amendment". **(Note: the "Enter" key works only when "Alt" + "Enter" are pressed together)**



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1. Signature of Authorized Representative:	<b>X</b>
2. Typed or Printed Name:	
3. Title:	
4. Date Report Submitted:	

**PART IV (To be completed by the Department of Elementary & Secondary Education) ACTION TAKEN**

<b>A. APPROVED</b>		EFFECTIVE DATE OF APPROVAL:	
<b>B. DISAPPROVED</b>		REASON FOR DISAPPROVAL:	
1. Signature of Authorized ESE Representative:	<b>X</b>		
2. Typed or Printed Name:			
3. Title:			
4. Date:			

AM 1

Revised 1 <<>>

# Indirect Cost Calculation Worksheet

The following worksheet will automatically calculate the amount of funds that can be used by a LEA for indirect costs.

**You will need to insert your LEA's approved allowable rate and total funds requested in the yellow boxes.**

You will need to input the rate in either percentage (A) or decimal form (B). The "amount that can be used for indirect" is the maximum amount that your LEA can put in for indirect costs in line item 9. This worksheet assumes no capital expenditures. See other important notes below.

Indirect Cost Calculation (A) <i>Note: if percentage format used</i>		Input Your Grant Information Below
	Example	
Total Funds Requested	\$100,000	
Indirect Cost Percentage: If percentage used ( <b>2.18%</b> )	2.18%	
Total Funds/(1+Percentage)	\$97,867	\$0
<b>Maximum Amount that can be used for Indirect:</b>	<b>\$2,133</b>	<b>\$0</b>

Indirect Cost Calculation (B) <i>Note: if decimal format used</i>		Input Your Grant Information Below
	Example	
Total Funds Requested	\$100,000	
Indirect Cost Percentage: If decimals used ( <b>.0218</b> )	0.0218	
Total Funds/(1+Percentage)	\$97,867	\$0
<b>Maximum Amount that can be used for Indirect:</b>	<b>\$2,133</b>	<b>\$0</b>

[Back to Budget Page](#)

## Important Notes regarding Indirect Costs:

For all LEAs in Massachusetts, costs must be consistent with the rate established by the Department's Office of School Finance. For other than school systems, applicant agencies must comply with provisions of CFR 34 S.76.561. (Please note that indirect costs are not allowable under certain grant programs. If you have any questions regarding this issue, contact the appropriate representative of the Department.)

LEAs are allowed to take less than the maximum, but not more than the maximum allowable for indirect costs.

In calculating the indirect cost allowable for a particular grant, note that indirect costs cannot be charged on either capital expenditures or on indirect costs themselves. To arrive at the allowable amount one cannot simply multiply a total entitlement by the indirect rate.

The decision to recover indirect costs using these established rates is a local option. The rates are developed for LEA as the maximum allowable rate for a given fiscal year.

If indirect costs are recovered, they shall be returned to the general fund of the city or town in accordance with G.L. Chapter 44, Section 53. In the case of regional schools, indirect costs shall be returned to the regional school general fund.

## Massachusetts School Redesign Implementation Grant – Scoring Rubric DRAFT

### Redesign Plan Review Dimensions

Each component of a district’s Redesign Plan for an eligible school will be reviewed along three rubric dimensions.

Dimension	Explanation
Capacity and Commitment	The extent to which the district and school(s) demonstrates the capacity and commitment to use school improvement funds to support school redesign plans and the successful implementation of identified intervention models and strategies. District capacity includes, but is not limited to, demonstrated commitment to: (1) recruit, screen, and select external providers, if applicable, to ensure quality; (2) align other district resources with school-level intervention models; (3) modify practices or policies to enable it to implement the interventions fully and effectively, and (4) sustain the reforms after the funding period ends.
Data Analysis and Selection of Supports and Intervention Model	The extent to which the district’s redesign plan and local school redesign plans are based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments. The extent to which the proposed intervention models and district support strategies are based upon an analysis of data.
Strategic and Actionable Approach	The extent to which the district’s redesign plan displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in targeted schools. A strategic and actionable plan includes, but is not limited to: (1) a theory of action or logic model, (2) prioritization of key actions, strategies and leverage points for each of the Conditions for School Effectiveness, (3) a candid explanation of barriers and how they will be addressed, and (4) specific benchmarks and strategies for monitoring progress towards meeting benchmarks.

### Redesign Plan Rubric Levels

Each element within each dimension described above will be rated using the following scale.

Level	Explanation	Points
Strong	The response is clear, complete, and provides detailed, compelling evidence (including supporting documentation as appropriate) that meets the criteria listed in the rubric dimension.	4
Adequate	The response is clear, complete, and provides some evidence, that meets the criteria listed in the rubric dimension.	3
Marginal	The response is partially complete and provides only limited evidence that meets the criteria listed in the rubric dimension.	2
Weak	The response is incomplete and lacks evidence that meets the criteria listed in the rubric dimension.	1
Absent	No response of evidence is provided that addresses the criteria listed in the rubric dimension.	0

## Massachusetts School Redesign Implementation Grant – Scoring Rubric DRAFT

<b>Capacity and Commitment</b>					
<b>Scoring Criteria:</b> The extent to which the district and school(s) demonstrate the capacity and commitment to use school improvement funds to support school redesign plans and the successful implementation of identified intervention models and strategies. District capacity includes, but is not limited to, demonstrated commitment to: (1) recruit, screen, and select external providers, if applicable, to ensure quality; (2) align other district resources with school-level intervention models; (3) modify practices or policies to enable it to implement the interventions fully and effectively; and (4) sustain the reforms after the funding period ends.					
		<b>Strong - 4</b>	<b>Adequate - 3</b>	<b>Marginal - 2</b>	<b>Weak - 1</b>
<b>Executive Summary</b>	1	The district’s overall approach to school redesign is clearly articulated, based on research and experience, and demonstrates a full understanding of the complexity of district redesign efforts.	The district’s overall approach to school redesign is generally described, based on research and experience, and demonstrates a general understanding of the complexity of district redesign efforts.	The district’s overall approach to school redesign is unclear, not based on research, or not grounded in an understanding of the complexity of district redesign efforts.	The plan contains a vague description of the district’s overall approach to school redesign, but no understanding of the complexity of district redesign efforts.
<b>District-Level Redesign</b>	2	The plan provides a detailed description of the district-level redesign team (including a clear explanation of why specific members were chosen and why they are qualified) and the overall structure of the district’s redesign planning and decision-making process.	The plan provides a general description of the district-level redesign team (including some explanation of why specific members were chosen and why they are qualified) and the overall structure of the district’s redesign planning and decision-making process.	The plan provides a general description of the district-level redesign team (but little explanation of why members were chosen and why they are qualified) and some discussion of the overall structure of the district’s redesign planning and decision-making process.	The plan provides little information about the district-level redesign team or planning process.
	3	The plan describes how the district has or will thoroughly recruit, screen, and select (a) turnaround leaders and teachers and (b) (as appropriate) external providers.  As appropriate, the plan describes systems/structures for holding external providers accountable and identifies specific performance benchmarks.	The plan describes how the district has or will thoroughly recruit, screen, and select (a) turnaround leaders and teachers and (b) (as appropriate) external providers.  As appropriate, the plan describes how external providers will be held accountable for meeting agreed upon performance benchmarks.	The plan demonstrates the district’s commitment to recruit, screen, and select external providers and turnaround leaders, but does not provide detail as to how providers or leaders will be recruited and selected.  The plan does not describe how external providers will be held accountable.	The plan provides little evidence that the district has a process for recruiting, screening, and selecting providers, turnaround leaders, and teachers. There is no evidence that providers or leaders have been or will be researched or screened.
	4	The plan provides a detailed explanation of current district policies and practices that support or hinder the implementation of intervention models and how policies and practices have been or will be modified to support school turnaround efforts. In particular, the plan addresses specific modifications to policies and practices related to <ul style="list-style-type: none"> <li>• student assignment;</li> <li>• teacher selection, assignment, and compensation;</li> <li>• principal/teacher evaluation;</li> <li>• increased learning time<sup>1</sup> and</li> <li>• school-level operational flexibilities (budget and staffing).</li> </ul>	The plan provides a general explanation of current district policies and practices that support or hinder the implementation of intervention models and how policies and practices have been or will be modified to support school turnaround efforts. The plan addresses modifications to most of the policies and practices described in “Strong.”	The plan provides a limited or incomplete description of current district policies and limited information on which policies need to be modified to support turnaround efforts.	The plan does discuss supportive or interfering policies or mentions some policies but does not provide strategies for modifying policies as needed.

<sup>1</sup> Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

## Massachusetts School Redesign Implementation Grant – Scoring Rubric DRAFT

<b>Capacity and Commitment</b>					
<b>Scoring Criteria:</b> The extent to which the district and school(s) demonstrate the capacity and commitment to use school improvement funds to support school redesign plans and the successful implementation of identified intervention models and strategies. District capacity includes, but is not limited to, demonstrated commitment to: (1) recruit, screen, and select external providers, if applicable, to ensure quality; (2) align other district resources with school-level intervention models; (3) modify practices or policies to enable it to implement the interventions fully and effectively, and (4) sustain the reforms after the funding period ends.					
		<b>Strong - 4</b>	<b>Adequate - 3</b>	<b>Marginal - 2</b>	<b>Weak - 1</b>
<b>District-Level Redesign</b>	5	The plan provides clear and specific evidence that the district has the ability and full complement of requisite authorities to implement key elements of the proposed intervention model, including those related to principal/teacher evaluation, increased learning time, and school-level operational flexibilities (budget and staffing).	The plan provides evidence that indicates the district has the basic ability and requisite authorities to implement key elements of the proposed intervention model, including those related to principal/teacher evaluation, increased learning time, and school-level operational flexibilities (budget and staffing).	The plan provides limited or insufficient evidence that the district has the ability and requisite authorities to implement key elements of the proposed intervention.	The plan provides little evidence that the district has the ability and requisite authorities to implement key elements of the proposed intervention.
	6	The plan provides a compelling, detailed, and specific description, of how existing or new district resources, initiatives, technical support, and professional development will be allocated to and aligned with the needs of schools and the intervention model being used in each school.	The plan provides an overview of how existing or new district resources, initiatives, technical support, and professional development will be allocated to and aligned with the needs of identified schools.	The plan provides a partial description of how district initiatives and resources may be allocated to and aligned with the needs of identified schools, but there may be gaps or potential areas of misalignment.	The plan provides little to no description of how existing or new district resources and initiatives may align with and support, or the plan does not describe how resources will be allocated to and aligned with the needs of identified schools.
	7	The plan includes a clear description of specific district systems and structures to monitor implementation and evaluate the effectiveness of the selected intervention model at each school and to inform future funding decisions and sustainability.	The plan generally describes district systems and structures to monitor implementation and evaluate the effectiveness of the selected intervention model at each school and to inform future funding decisions and sustainability.	The plan describes how the district will monitor implementation and evaluate the effectiveness of the selected intervention model at each school, but lacks specificity about systems and structures.	The plan provides some description of how the district will monitor implementation of the selected intervention model at each school but does describe how it will evaluate effectiveness.
<b>School-Level Redesign</b>	8	The plan provides a detailed description, including evidence (e.g., agendas, summary notes, and presentations) of how the district and school have convened stakeholders and how information from stakeholders is used to support school-level redesign plans. The plan clearly defines a mechanism through which the full faculty and staff at the school who will be involved in the implementation of the changes are involved in a meaningful way and the structures that will ensure that this involvement is two-way and ongoing. Clear and specific evidence is provided that affected collective bargaining units are supportive of the Redesign Plan.	The plan provides a general description, including evidence of how the district and school have convened stakeholders and how information from stakeholders is used to support school-level redesign plans. Clear and specific evidence is provided that affected collective bargaining units are supportive of the Redesign Plan.	The plan contains information or a statement that the school collected information from stakeholders, but there is little evidence of meetings or no description of how the information was used.	The plan contains little evidence that stakeholders were convened or otherwise asked to provide input on the development of the school’s redesign plan.
	9	The plan provides a detailed description of each school-level redesign team, including an explanation of why specific members were chosen and how the redesign team will support the management of the school’s intervention model.	The plan provides a general description of each school-level redesign team, including some discussion as to why specific members were chosen or how the redesign team will support the management of the school’s intervention model.	The plan provides a general description of each school-level redesign team, but does not discuss why specific members were chosen or how the redesign team will support the management of the school’s intervention model.	The plan only identifies members of the school-level redesign team.

## Massachusetts School Redesign Implementation Grant – Scoring Rubric DRAFT

<b>Capacity and Commitment</b>					
<b>Scoring Criteria:</b> The extent to which the district and school(s) demonstrate the capacity and commitment to use school improvement funds to support school redesign plans and the successful implementation of identified intervention models and strategies. District capacity includes, but is not limited to, demonstrated commitment to: (1) recruit, screen, and select external providers, if applicable, to ensure quality; (2) align other district resources with school-level intervention models; (3) modify practices or policies to enable it to implement the interventions fully and effectively, and (4) sustain the reforms after the funding period ends.					
		<b>Strong - 4</b>	<b>Adequate - 3</b>	<b>Marginal - 2</b>	<b>Weak - 1</b>
<b>School-Level Redesign</b>	10	As appropriate, the plan provides a clear and compelling explanation of how the school’s current internal capacity (leadership, knowledge, skills, and resources) aligns with the required and permissible activities of the selected intervention model.	The plan provides a general description of the school’s current internal capacity and provides some explanation of how extant capacity aligns with the required and permissible activities of the selected intervention model.	The plan provides a general description of the school’s current internal capacity but does not explain how extant capacity aligns with the required and permissible activities of the selected intervention model.	The plan provides an incomplete description of the school’s internal capacity and does not connect extant capacity with the required and permissible activities of the selected intervention model.
	11	The 3-year financial plan (School-Level Redesign Condition for School Effectiveness 7) for the school exhibits a strategic use and alignment of resources; specifically identifies sources and amounts (either new or repurposed) of funds that will complement the grant funds to support timely implementation of the intervention; and provides a thorough analysis of how critical intervention reforms will be sustained after the grant funds expire.	The 3-year financial plan (School-Level Redesign, Condition for School Effectiveness 7) for the school generally describes how the district will realign and repurpose other sources of funding that will complement the grant funds to support timely implementation of the intervention and a general description of how critical intervention reforms will be sustained after the grant funds expire.	The 3-year financial plan (School-Level Redesign Condition for School Effectiveness 7) for the school does not provide specific detail about how the district will use other resources or funds to complement the grant funds to support timely implementation of the intervention or a description of how critical intervention reforms will be sustained after the grant funds expire.	The 3-year financial plan (School-Level Redesign, Condition for School Effectiveness 7) for the school does not provide specific detail about how the district will use other resources or funds to complement the grant funds to support timely implementation of the intervention or a description of how critical intervention reforms will be sustained after the grant funds expire.
<b>Implementation Timeline and Benchmarks</b>	12	The implementation timeline and benchmarks clearly specify the steps and actions needed to be taken by the district in order to manage and support the implementation of intervention models in identified schools.  As appropriate, the pre-implementation and implementation timeline and benchmarks include actions related to: (1) recruiting, selecting, and screening leaders, teachers, and providers; (2) modifying or creating new policies to support implementation; and (3) the alignment of resources and initiatives with intervention models.	The implementation timeline and benchmarks include most, but not all of the steps needed to support the implementation of the intervention models, as described in the redesign plan.  As appropriate, the implementation timeline and benchmarks include actions related to: (1) recruiting, selecting, and screening leaders, teachers, and providers; (2) modifying or creating new policies to support implementation; and (3) the alignment of resources and initiatives with intervention models.	The implementation timeline and benchmarks include some, but not all of the steps needed to support the implementation of the intervention models.	The implementation timeline and benchmarks include only a few, or none, of the steps and actions needed to support the implementation of the intervention models.

## Massachusetts School Redesign Implementation Grant – Scoring Rubric DRAFT

<b>Capacity and Commitment</b>					
<b>Scoring Criteria:</b> The extent to which the district and school(s) demonstrate the capacity and commitment to use school improvement funds to support school redesign plans and the successful implementation of identified intervention models and strategies. District capacity includes, but is not limited to, demonstrated commitment to: (1) recruit, screen, and select external providers, if applicable, to ensure quality; (2) align other district resources with school-level intervention models; (3) modify practices or policies to enable it to implement the interventions fully and effectively, and (4) sustain the reforms after the funding period ends.					
<b>Measurable Annual Goals</b>	13	The plan clearly articulates several annual goals for student achievement on the MCAS in both ELA and mathematics as well as additional goals using other assessments and in other areas of school performance that it has established in order to monitor the performance of schools in which it will implement an intervention models. All goals are measurable.	The plan clearly describes annual goals for student achievement on the MCAS in both ELA and mathematics that it has established in order to monitor the performance of schools in which it will implement an intervention model. All goals are measurable.	The plan clearly describes annual goals for student achievement on the MCAS in both ELA and mathematics that it has established in order to monitor the performance of schools in which it will implement an intervention model. Some goals are not clearly measurable.	The plan describes annual goals for student achievement on the MCAS in both ELA and mathematics or the goals are not measurable.
<b>Budget</b>	14	The grant budget and budget narrative for district activities and for each identified school is of sufficient size and scope <b>to support full and effective implementation</b> of the selected intervention over a period of three years (and is at least \$50,000 but no more than \$2 million per year per school).  <i>The plan provides evidence that leadership has considered the cost implications of the selected interventions and how the interventions can be sustained after three years.</i>	The grant budget request for district activities and for each identified school is of sufficient size and scope to support the full implementation of <b>key strategies</b> and interventions over a period of three years.	The grant budget request for district activities and for each identified school is of sufficient size and scope to support the full implementation of <b>most</b> of the selected interventions over a period of three years.	The grant budget request for district activities and for each identified school is not sufficient and will not support the full implementation of selected interventions and strategies over a period of three years.
	15	The budget narrative clearly justifies how all proposed grant expenditures are reasonable, necessary, and allowable to support the pre-implementation and implementation of the intervention model (e.g., principal and teacher incentives, extended learning and/or collaboration time, use of external partners).	The budget narrative clearly justifies how proposed grant expenditures are reasonable, necessary, and allowable to support the implementation of the intervention model, though a few may require clarification.	The budget narrative provides an overall justification for proposed grant expenditures. A few aspects of the proposed budget may not be reasonable, necessary, or allowable and they require clarification.	The budget narrative provides little or no justification for proposed grant expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable.

## Massachusetts School Redesign Implementation Grant – Scoring Rubric DRAFT

<b>Data Analysis for Selection of Supports and Intervention Model</b>					
<b>Scoring Criteria:</b> The extent to which the district’s redesign plan and local school redesign plans are based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments. The extent to which the proposed intervention models and district support strategies are based upon an analysis of data.					
		<b>Strong - 4</b>	<b>Adequate - 3</b>	<b>Marginal - 2</b>	<b>Weak - 1</b>
<b>District-Level Redesign</b>	16	The plan provides specific and precise data that clearly demonstrates areas of district need and provides justification for proposed district strategies and the selection of appropriate school-level intervention models. The plan clearly describes the district’s process for analyzing multiple sources of data (including demographic, achievement, organizational, classroom observation, and perceptual data) to identify critical district and school issues and determine district strategies to support the implementation of school-level intervention models.	The plan provides data that clearly demonstrates areas of district need and provides justification for proposed district strategies and the selection of appropriate school-level intervention models. The plan provides a general overview of how the district analyzed multiple sources of data to identify critical district and school issues and determine district strategies to support the implementation of school-level intervention models.	The plan provides some description of how data was used to identify district and school needs, although some data sources are not included and the connection between the data and identified needs is unclear or unsubstantiated.	The plan lacks evidence that the district completed a comprehensive needs assessment. There is little or no justification for the strategies employed by the district.
<b>School-Level Redesign</b>	18	The plan includes the results from a detailed and accurate data/needs analysis process that incorporated multiple sources of data including demographic, achievement, perceptual and observational (e.g. classroom instruction or use of teacher collaborative time), probed for causation, identified and prioritized critical and high priority issues, and determined specific priorities for redesign options for each school.	The plan includes the results from a data/needs analysis process based upon multiple sources of data including demographic, achievement, perceptual and observational (e.g. classroom instruction or use of teacher collaborative time). High priority issues are identified, but may not be directly linked to data or the identified needs.	The plan includes the results from a data/needs analysis process based upon only some, or a few, of potential data sources (perceptual or observational data is not included). Priority issues are identified, but not directly linked to the needs assessment.	The plan lacks evidence that the district or school completed a comprehensive needs assessment.  There is little justification for the selection of the intervention model.
	19	The plan provides a clear and compelling rationale for the selection of the intervention model, how it is linked to the critical issues identified in the data analysis and, what the intervention model will allow the school to do that is different from previous reform efforts.	The plan provides a general explanation and justification for the selection of the intervention model, and how it is linked to the critical issues identified in the data analysis.	The plan provides a general explanation for the selection of the intervention model, but is not clearly or only partially linked to critical issues identified in the data analysis.	The plan provides a little explanation for the selection of the intervention model or how it is linked to critical issues identified in the data analysis.
	20	The data analysis described in the plan includes information from the Conditions for School Effectiveness self-assessment tool or provides detailed information for each of the Conditions for School Effectiveness, allowing for prioritization of key areas of need and related strategies.	The data analysis described in the plan is comprehensive and does allow for the prioritization of areas of need, but the analysis includes specific information on some, but not all, of the Conditions for School Effectiveness.	The data analysis provides an overall assessment of need, but addresses only a few, or none, of the Conditions for School Effectiveness. It is unclear if the overall assessment of need is accurate.	The data analysis is incomplete and is insufficient to accurately identify and prioritize school-level needs.

## Massachusetts School Redesign Implementation Grant – Scoring Rubric DRAFT

<b>Data Analysis for Selection of Supports and Intervention Model</b>					
<b>Scoring Criteria:</b> The extent to which the district’s redesign plan and local school redesign plans are based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments. The extent to which the proposed intervention models and district support strategies are based upon an analysis of data.					
		<b>Strong - 4</b>	<b>Adequate - 3</b>	<b>Marginal - 2</b>	<b>Weak - 1</b>
<b>Implement- ation Timeline and Benchmarks</b>	21	The implementation timeline and benchmarks are clearly described and provide specific actions and benchmarks that are explicitly linked to district- and school-level data and needs analysis.	The specific actions and benchmarks provided in the implementation timeline are generally linked to district- and school-level data and needs analysis.	Some of the actions and benchmarks provided in the implementation timeline are not linked to district- and school-level data and needs analysis. It is unclear how specified actions and benchmarks will address identified needs.	The implementation timeline and benchmarks do not align with the district- and school-level needs analysis.
<b>Measurable Annual Goals</b>	22	All proposed goals are ambitious-yet-attainable; they are clearly linked to a thorough analysis and understanding of the school’s current baseline data.	Most proposed goals are ambitious-yet-attainable; they are clearly linked to a thorough analysis and understanding of the school’s current baseline data.	Some proposed goals are ambitious-yet-attainable; the connection to the school’s current baseline data is unclear.	Many of the proposed goals are not ambitious and/or not attainable; the connection to the school’s current baseline data is unclear.
<b>Budget</b>	23	All expenditures contained in the grant budget are specifically and clearly aligned to the needs identified by the district’s baseline data analysis for the school and the selected intervention model.	Most expenditures contained in the grant budget are generally aligned with the needs identified by the district’s baseline data analysis for the school and the selected intervention model.	Some expenditures contained in the grant budget are generally aligned with the needs identified by the district’s baseline data analysis for the school and the selected intervention model, but others are not clearly related or aligned.	Many expenditures contained in the grant budget have little or no connection to the needs identified by the district’s baseline data analysis for the school and the selected intervention model.

## Massachusetts School Redesign Implementation Grant – Scoring Rubric DRAFT

<b>Strategic and Actionable Approach</b>					
<b>Scoring Criteria:</b> The extent to which the district’s redesign plan displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in targeted Tier I and Tier II schools. A strategic and actionable plan includes, but is not limited to: (1) a theory of action or logic model, (2) prioritization of key actions, strategies and leverage points for each of the Conditions for School Effectiveness, (3) a candid explanation of barriers and how they will be addressed, and (4) specific benchmarks and strategies for monitoring progress towards meeting benchmarks.					
		<b>Strong - 4</b>	<b>Adequate - 3</b>	<b>Marginal - 2</b>	<b>Weak - 1</b>
<b>District-Level Redesign</b>	24	The plan provides a compelling rationale for how district strategies and the proposed intervention models will support turnaround efforts and the attainment of measurable annual goals. It is clear how district-level strategies or policy changes will assist and support the successful implementation of intervention models in identified schools, including the attainment of the Conditions for School Effectiveness.	The plan provides a general rationale for how district strategies and intervention models will support turnaround efforts. The plan provides some explanation of how district strategies will support school-level turnaround efforts.	The plan provides a limited rationale for district strategies and the use of particular intervention models. It is unclear how district-level strategies and policy changes will directly support school-level turnaround efforts and attainment of the Conditions for School Effectiveness.	The plan does not provide a rationale for proposed district strategies and does not explain how district strategies will support the implementation of intervention models in identified schools.
<b>School-Level Redesign</b>	25	The plan exhibits a well-thought-out and <b>strategic approach to school turnaround that prioritizes key strategies and actions.</b> Prioritized strategies and actions are clearly connected to and incorporate the Conditions for School Effectiveness and describe how the required and permissible actions for each intervention model will be implemented.	The plan prioritizes some key strategies and actions. There is a general discussion of how the school plans to address the Conditions for School Effectiveness and implement required and permissible actions.	The plan prioritizes key strategies and actions, but does not discuss how the Conditions for School Effectiveness are included in, or will be addressed through, the described strategies and actions.	The plan does not prioritize its actions and strategies, does not address the Conditions for School Effectiveness, and provides little description of how the required and permissible actions for the selected intervention model will be implemented.
	26	The plan provides a detailed description of how each school will collect data and <b>monitor progress</b> towards turnaround goals and <b>benchmarks</b> and how information and data will be used to modify strategies and approaches, as needed.	The plan generally describes how each school will monitor progress towards meeting benchmarks, but it is unclear how the information will be used.	The plan states that schools will monitor progress towards meeting benchmarks, but there is little to no information about how monitoring will occur.	The plan does not contain a monitoring plan or a description of how the school will monitor its progress.

## Massachusetts School Redesign Implementation Grant – Scoring Rubric DRAFT

<b>Strategic and Actionable Approach</b>					
<b>Scoring Criteria:</b> The extent to which the district’s redesign plan displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in targeted Tier I and Tier II schools. A strategic and actionable plan includes, but is not limited to: (1) a theory of action or logic model, (2) prioritization of key actions, strategies, and leverage points that incorporate the Conditions for School Effectiveness, (3) a candid explanation of barriers and how they will be addressed, and (4) specific benchmarks and strategies for monitoring progress towards meeting benchmarks.					
		<b>Strong - 4</b>	<b>Adequate - 3</b>	<b>Marginal - 2</b>	<b>Weak - 1</b>
<b>Implement- ation Timeline and Benchmarks</b>	27	<p><b>Alignment with Strategies and Actions:</b></p> <p>The plan provides clear actions and benchmarks for accomplishing priority strategies, key changes, and improvements to address the areas of need identified in the plan. (See Implementation Benchmark guidance)</p> <p>Benchmarks<sup>2</sup> are clearly aligned with the key strategies described in the plan to the extent that there is a clear connection between implementing a strategy and meeting the described benchmark.</p>	<p>The plan provides clear actions and benchmarks for each priority strategy.</p> <p>Benchmarks are mostly aligned with key strategies described in the plan, although there are some benchmarks that do not clearly connect with the implementation of a particular strategy.</p>	<p>Actions and benchmarks are provided, but they are not specific and are not directly aligned with key strategies.</p>	<p>The plan lacks actions and benchmarks for each key strategy and related Conditions for School Effectiveness for years one, two and three.</p>
	28	<p><b>Timeline:</b></p> <p>The plan contains a detailed description and timeline of actions and benchmarks for year one and an outline of expected actions and benchmarks for years two and three.</p> <p>The pre-implementation and implementation timeline clearly displays (or describes) how actions and the attainment of listed benchmarks will lead to subsequent actions and benchmarks (e.g., in years two and three).</p>	<p>The implementation timeline provides a general display or description of how actions and the attainment of benchmarks build upon each other over the course of the three-year plan.</p>	<p>The implementation timeline is unclear, too general, or does not provide an accurate description of how actions and benchmarks build upon each other over the course of the three-year plan.</p> <p>The timeline of actions is unclear and not logically sequenced.</p>	<p>The implementation timeline is incomplete and does not provide a description of how actions and the attainment of benchmarks in year one will lead to actions in years two and three.</p>
	29	<p><b>Monitoring:</b></p> <p>The plan includes a manageable set of benchmarks through which the district and school can track the implementation of planned efforts and will be able to make mid-course corrections on a regular basis. Specifically, the plan contains benchmarks that track whether or not technical aspects of the turnaround effort have been implemented (e.g., technical benchmarks) and benchmarks that provide early evidence of change (e.g., changes in discourse, actions, instruction, or belief.)</p> <p>Benchmarks are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2011.)</p>	<p>The plan includes a manageable set of benchmarks through which the district and school can track the implementation of planned efforts and be able to make mid-course corrections on a regular basis.</p> <p>Technical benchmarks are provided for major strategies, changes, and initiatives. There are some benchmarks to assess early evidence of change.</p>	<p>It is unclear how some of the listed benchmarks relate to the Conditions for School Effectiveness or the required and permissible actions of the selected intervention model.</p> <p>Some of the benchmarks are not linked to stated actions and are not precise, measurable, or time-bound.</p> <p>The benchmarks for key changes and improvements are insufficient or unclear.</p>	<p>Benchmarks are not provided or most of the listed benchmarks do not align with prioritized strategies or the Conditions for School Effectiveness.</p> <p>Nearly all of the listed benchmarks are not precise, measurable, or time-bound.</p>
<b>Budget</b>	30	<p>All expenditures contained in the grant budget are clearly detailed and aligned to the proposed intervention(s)—in both amount of funds allocated for specific activities and timing of spending—and specifically support the pre-implementation and implementation timeline and benchmarks outlined in the Redesign Plan. Full detail is provided for Year 1 and a reasonable overview is provided for anticipated Year 2 and 3 costs.</p>	<p>The proposed expenditures in the grant budget are mostly aligned to the proposed intervention(s) and will support the implementation timeline and benchmarks outlined in the Redesign Plan. Detail is provided for Year 1 and a reasonable overview is provided for Year two and three costs.</p>	<p>Proposed expenditures in the grant budget are partially connected to the proposed intervention(s). It is unclear how certain aspects of the district’s approach and school-level strategies will be funded, either through the grant funds or other from other resources.</p>	<p>Proposed expenditures are not connected with the proposed intervention(s) and do not appear to support the implementation timeline. It is unclear how central components of the district’s approach and school-level strategies will be funded.</p>

<sup>2</sup> Examples include, but are not limited to: (1) shifts in policies, processes, structures and schedules (especially as they related to staff evaluation, increased learning time, and school-level operational flexibility); (2) the implementation of new strategies; (3) increased involvement of stakeholder groups, and (4) shifts in administrator and teacher behavior (e.g., interactions, ways of working together).

## Massachusetts School Redesign Implementation Grant – Scoring Rubric DRAFT

### Massachusetts School Redesign Implementation Grant

#### Interview Scoring Rubric

##### Participants and Process

All districts and component schools that receive an initial score of 74 or above will be invited to a 1-2 hour interview the week of February 14, 2011.

**The district team** should include: (1) the Superintendent (or designee); (2) a member of the School Committee; (3) and the district leader responsible for coordinating the implementation of school redesign efforts.

**The school team** may include up to five individuals and should include: (1) the Principal (or designee); (2) two members of the school’s redesign team; (3) the administrator(s) responsible for coordinating and managing school redesign effort; and (4) teachers or other individuals (e.g., parents, students) that can speak to the willingness of the school to engage in the proposed redesign effort.

During the interview, the district and school team will be jointly asked to respond to a set of standard questions and to address areas in the proposal that the review team identified as needing clarification or additional detail. The following District and School Interview scoring rubric will be used during the interview process.

<b>District and School Interview Scoring Rubric – Capacity and Commitment</b>				
<u>Scoring Criteria:</u> Evidence that district and school leaders understand the needs of identified schools and barriers to successful implementation of proposed intervention models and display a demonstrated urgency and willingness to engage in the hard work needed to dramatically change and improve identified schools. The extent to which the district and school demonstrate a thorough understanding of the proposed strategies and interventions, including the actions (e.g., policy actions, changes in structures, changes in behavior and culture, and additional initiatives) that need to occur for the district and school redesign efforts to be successful.				
	<b>Strong - 4</b>	<b>Adequate - 3</b>	<b>Marginal - 2</b>	<b>Weak - 1</b>
<b>Knowledge of Redesign Plan and Key District and School Issues</b>	District and school representatives clearly describe the central issues and needs facing the district and identified schools, provide a strong rationale for the selection of the intervention model, and discuss the major actions (policy, structural, cultural, other) that will occur as part of redesign efforts. The team clearly describes how implementation challenges will be addressed. Team members describe a unified approach to redesign and an urgency to change and improve.	District and school representatives describe the central issues and needs facing the district and identified schools and explain why the intervention model was selected. There is general discussion of implementation challenges and the major actions that need to be taken. Team members display a unified approach and some urgency to change and improve.	District and school representatives generally describe the issues and needs facing the district and identified schools and provide some reasons for why the intervention model was selected. There is some discussion of implementation challenges and the major actions that need to be taken, but it is unclear that there is a unified approach and urgency to change and improve.	District and school representatives do not acknowledge or describe central issues and needs. Key implementation challenges are not voiced or there is no clear strategy for addressing challenges. The team does not appear to have the urgency or willingness take the steps needed to engage in dramatic change.
<b>Ability to Address Questions</b>	District and school representatives fully address questions regarding proposed redesign efforts, specifically in those areas rated below adequate in the review of the Redesign Plan.	District and school representatives address nearly all of the questions regarding proposed redesign efforts, specifically in those areas rated below adequate in the review of the Redesign Plan.	District and school representatives address some of the questions regarding proposed redesign efforts, specifically in those areas rated below adequate in the review of the Redesign Plan.	District and school representatives address none, or only a few of the questions in those areas rated below adequate in the review of the Redesign Plan.

**Massachusetts School Redesign Implementation Grant – Scoring Rubric DRAFT**

Draft Scoring Sheet

School Name:

Individual Reviewer:

Team Members:

	<b>Capacity and Commitment</b>	<b>Data Analysis for Selection of Supports and Intervention Model</b>	<b>Strategic and Actionable Approach</b>	<b>Total</b>	<b>Comments</b>
<b>Executive Summary</b>	4	NA	NA	4	
<b>District-Level Redesign</b>	24	8	4	36	
<b>School-Level Redesign</b>	16	12	8	36	
<b>Implementation Timeline and Benchmarks</b>	4	4	12	20	
<b>Measurable Annual Goals</b>	4	4	NA	8	
<b>Budget</b>	8	4	4	16	
<b>Federal Intervention Model Requirements Met</b>	NA	NA	NA	Yes/No	
<b>Assurances and Waivers</b>	NA	NA	NA	Yes/No	
<b>Dimension Totals</b>	60	32	28	<b>120</b>	
<b>Comments</b>					

<b>Interview</b>	8	NA	NA	8	
<b>Total</b>					

## Measurable Annual Goals: Guidance for School Redesign Grant Applicants (FY11 and FY12 Fund Code 511/767)

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*A district applying for School Redesign funds must describe ambitious-yet-attainable measurable annual goals for student achievement on the Massachusetts Comprehensive Assessment System (MCAS) tests in both English language arts and mathematics that it has established in order to monitor the performance of schools in which it will implement an intervention model. Additionally, while the following are not required by ESE as outcome measures in school plans, ESE will collect data at the end of each year of the grant on these indicators to meet federal reporting requirements:*

1. *Number of minutes within the school year*
2. *Distribution of teachers by performance level on the district's teacher evaluation system*
3. *Teacher attendance rate*

*Districts may establish measurable annual goals using other assessments or in other areas of school performance to measure the success the implementation of the Redesign Plan*

### Student Achievement on MCAS

In setting measurable annual goals, applicants may choose to use the measures and methodology developed by ESE and required for Level 4 schools:

1. Increase the Composite Performance Index (CPI)
2. Decrease the percentage of students scoring Warning / Failing
3. Achieve and maintain a specified median student growth percentile

**NOTES:** ESE has developed a simple Microsoft Excel calculator that applicants may use to set goals for the first two indicators, available at <http://www.doe.mass.edu/redesign/ta/>.

(For the third indicator, ESE requires Level 4 schools to achieve and maintain a median student growth percentile (SGP) of 40 or higher in ELA and mathematics for the three years.) For detailed information on the rationale and methodology underlying the selection of measurable annual goals for Level 4 schools, please see the *Level 4 Exit Criteria Guidance and Methodology* here:

[http://www.doe.mass.edu/sda/framework/level4/MAG\\_ExitCriteria.doc](http://www.doe.mass.edu/sda/framework/level4/MAG_ExitCriteria.doc).

## Other Measures

To receive higher than the minimum score of 3 required for grant approval, applicants must include multiple measures of student performance in addition to MCAS measures. Applicants may select one or more of the following measures, or identify other measures, particularly if they address key priorities in school plans. Examples include:

1. Student Rates
  - a. Student attendance, dismissal rates, and exclusion rates
  - b. Student safety and discipline
  - c. Student promotion and dropout rates
2. College Readiness and School Culture
  - a. Student acquisition and mastery of twenty-first century skills
  - b. Development of college readiness, including at the elementary and middle school levels
  - c. Parent and family engagement
  - d. Building a culture of academic success among students
  - e. Building a culture of student support and success among school faculty and staff
  - f. Developmentally appropriate child assessments from pre-kindergarten through third grade

**NOTES:** Applicants may wish to consult the *Level Measurable Annual Goals Template (with Sample Measures)* at [http://www.doe.mass.edu/sda/framework/level4/MAG\\_Template.xls](http://www.doe.mass.edu/sda/framework/level4/MAG_Template.xls); however, applicants are not required to use this template for submission. Applicants interested in using surveys to may wish to consult the *Stakeholder Perception Survey Data Resource Guide* at [http://www.doe.mass.edu/sda/framework/level4/MAG\\_StakeholderPerception.doc](http://www.doe.mass.edu/sda/framework/level4/MAG_StakeholderPerception.doc).

### Sample Measurable Annual Goals Template

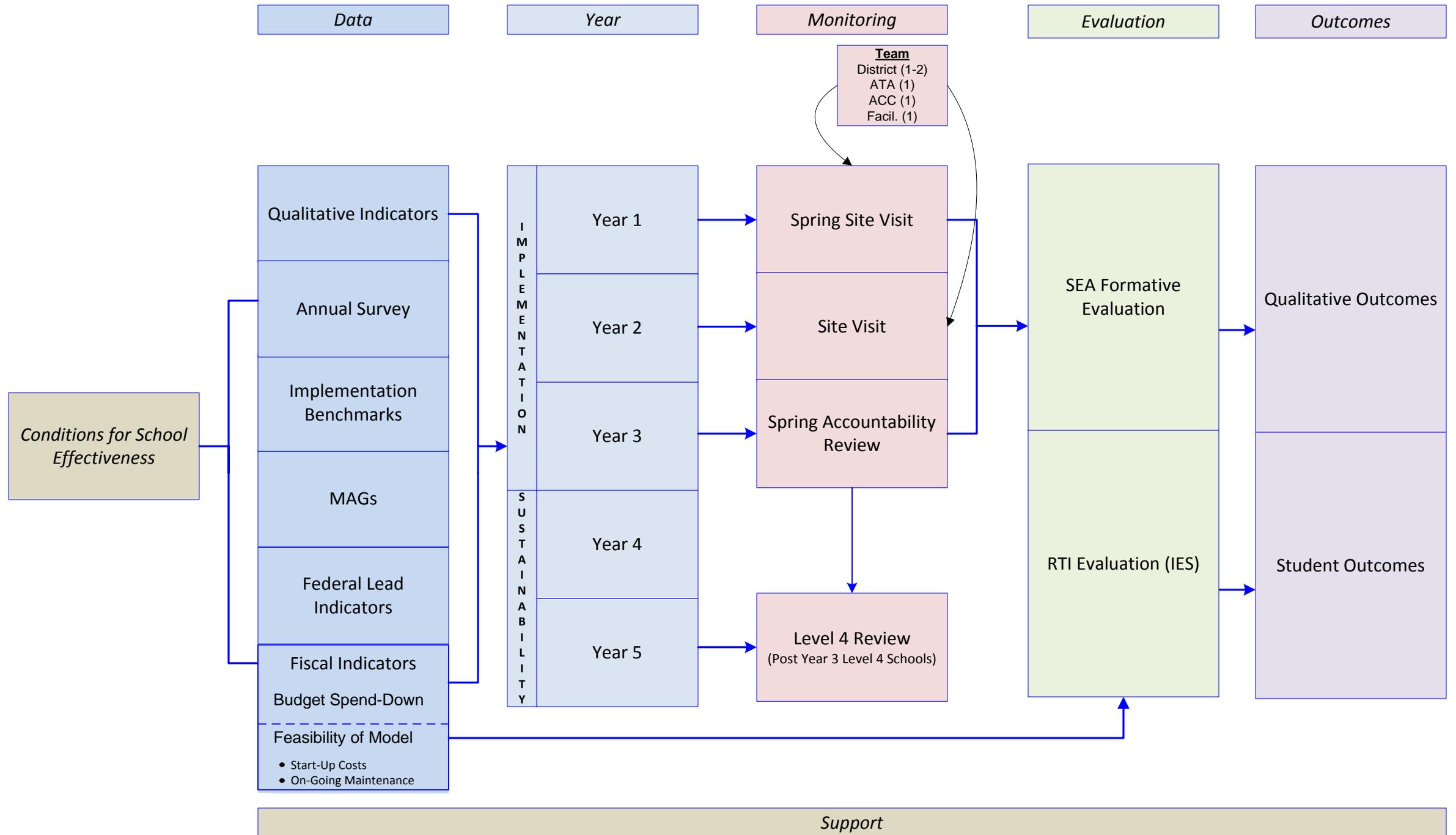
Districts may use a template similar to the following for documenting Measurable Annual Goals:

Goal Statement	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal
<p><i><b>Example:</b> Increase the Composite Performance Index (CPI) in English language arts (ELA) over a three-year period comparable to the improvement that the top 30 percent of improving schools made statewide between 2006 and 2009.</i></p>	54.3	59	63.7	68.4

# Level 4 Schools Monitoring and Evaluation Plan (STG Year 1 Pilot)

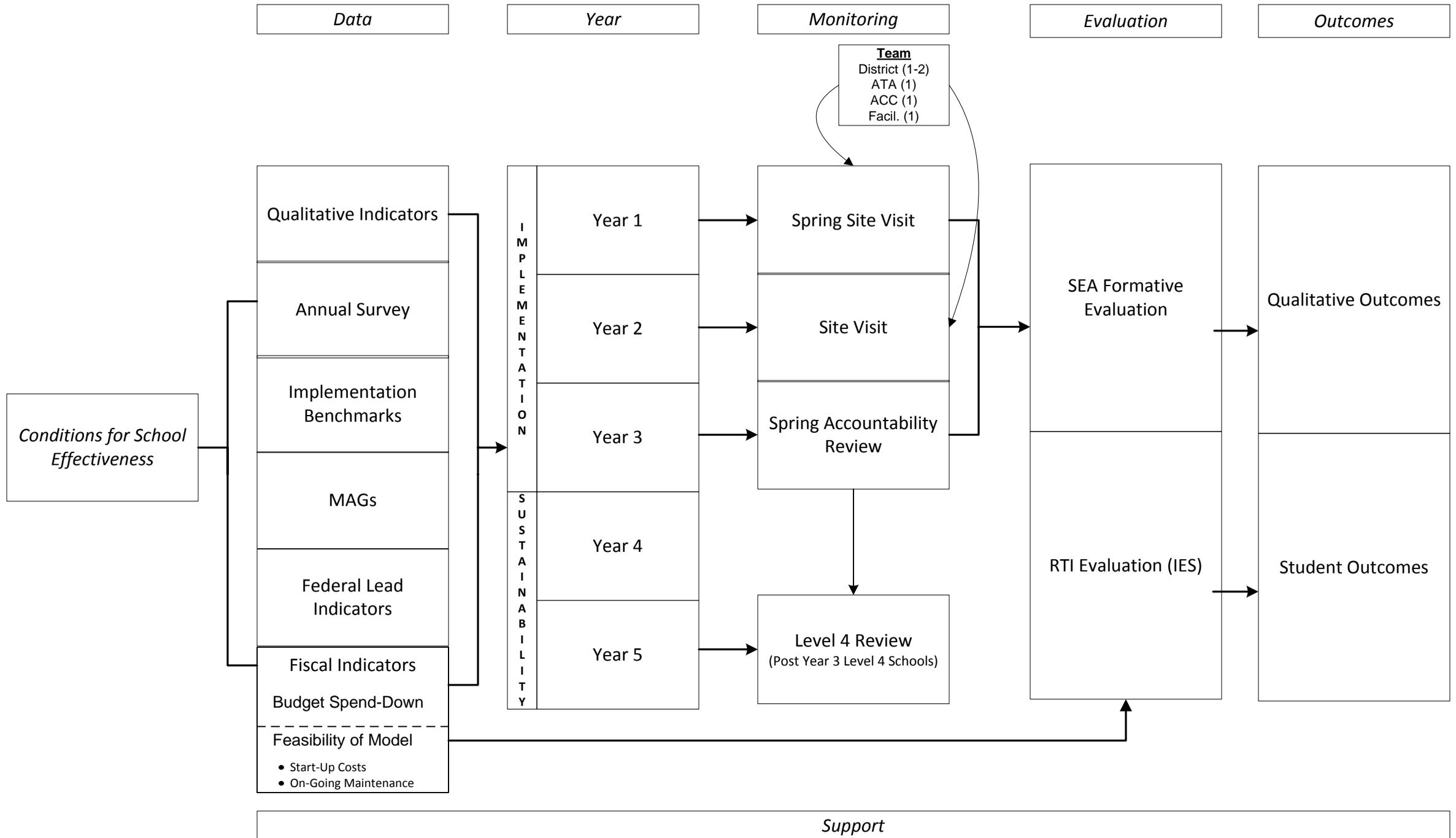
Last Updated 10/17/2010

Appendix G



# Level 4 Schools Monitoring and Evaluation Plan (STG Year 1 Pilot)

Last Updated 10/17/2010  
Appendix G



## Assessment/Accountability

### Notice of Intent to Apply for a Waiver of Certain Title I Section 1003(g) (School Improvement Grants) Requirements and Opportunity for Comment

To: Superintendents, Charter School Leaders, District Title I Directors, and Other Interested Parties

From: Karla Brooks-Baehr, Deputy Commissioner

Date: December 1, 2010

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Under section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), the U.S. Department of Education (USED) has discretion to grant waivers of ESEA statutory and regulatory requirements, with some exceptions. Recently Secretary Arne Duncan has invited state education agencies to submit waivers of certain Title I Section 1003(g) requirements related to School Improvement Grants (SIG) for the Commonwealth's persistently lowest achieving schools. The final SIG requirements referenced in several of the waiver requests can be found at <http://www2.ed.gov/programs/sif/finalreq20100128.doc> and <http://edocket.access.gpo.gov/2010/2010-27313.htm>.

This notice is to provide you with the opportunity to review and comment on the Massachusetts Department of Elementary and Secondary Education's (ESE) waiver requests which will be submitted as part of ESE's application for federal SIG funds.

The first waiver removes the necessity of creating a new persistently lowest achieving list of schools " Tier I, Tier II and Tier III - because the state has five or more unserved Tier I schools on its FY2009 list. The remaining three waivers would allow any district that receives a SIG award to use those funds in accordance with the final requirements with maximum flexibility. We believe that these waivers will increase the quality of instruction for students and improve the academic achievement of students in the Commonwealth's persistently lowest achieving schools by enabling a district to use the school improvement funds more effectively to implement one of the four required federal school intervention models (Turnaround, Closure, Restart, or Transformation).

Once these waivers are approved by USED, a district will be required to inform ESE if it seeks to implement any of these waivers as part of its application for SIG funds.

Comments may be submitted via email to [STG@doe.mass.edu](mailto:STG@doe.mass.edu). Your comments, if any, must be received by the Department no later than **Friday, December 10, 2010**.

#### 1. New persistently lowest achieving list waiver

Summary: Massachusetts intends to request a waiver of 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 because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools.

#### 2. SIG Fund Availability Extension Waiver: To extend the period of availability of school improvement funds for ESE and all of its eligible districts to September 30, 2014.

Summary: Massachusetts intends to request a waiver of section 421(b) of the General Education Provisions Act (20 U.S.C. Â§ 1225(b)) to extend the period of availability of school improvement funds for the ESE and all of its eligible districts to September 30, 2014. This will allow ESE to provide multi-year SIG awards to support the implementation of intervention models over several years.

#### 3. School Improvement Timeline Waiver: To permit districts to allow their Tier I and Tier II Title I participating schools that will implement the federally-defined Turnaround or Restart model to "start over" in the NCLB school improvement accountability timeline.

Summary: Massachusetts intends to request a waiver of section 1116(b)(12) of the ESEA to permit districts to allow their Tier I and Tier II Title I participating schools that will implement a Turnaround or Restart model to "start over" in the school improvement timeline. In other words, a school in need of improvement, corrective action, or restructuring that implements the Turnaround or Restart model would have its AYP status reset to "no status." Such a school would no longer be subject to the requirements in section 1116, including the requirements regarding school improvement plans, school choice, and supplemental education service set-asides. A school implementing this waiver would begin the school improvement timeline anew beginning the first year in which the improvement model is being implemented. For example, with respect to SIG grants made for implementation in the 2010-2011 school year, the school would start the improvement timeline over beginning with the 2010-2011 school year. That means the earliest such a school could enter the first year of improvement under section 1116(b) of the ESEA would be the beginning of the 2012-2013 school year (i.e., based on the failure to make AYP based on MCAS assessments administered in the 2010-2011 and 2011-2012 school years). We believe that this waiver will allow the state's persistently lowest-achieving schools that choose a turnaround or restart to maximize the flexible use of resources to make dramatic changes to improve student achievement.

**4. Schoolwide Program Waiver: To allow districts to implement a Title I schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty threshold.**

Summary: Massachusetts intends to request a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit districts to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet this poverty threshold. We believe that this waiver will allow the state's persistently lowest-achieving schools to maximize the flexible use of resources to make dramatic changes to improve student achievement.

Last Updated: December 1, 2010

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*Massachusetts Department of  
Elementary & Secondary Education*

Name of Grant Program: School Redesign Implementation Grant

Fund Code:  
767/511

District Name:

LEA Code:

**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 (See pages 66370-66371 of <http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf> .

**Note:** Most of the school-level data elements are already submitted via current data collections (e.g., SIMS). ESE will provide further guidance and assistance to minimize the data collection burden for any new elements.

**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.

- Extending the period of availability of school improvement funds.
- “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.

**Notes:** If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the U.S. Secretary of Education. If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State. **Massachusetts has requested all three waivers listed above.**

Typed Name of Superintendent:

Signature of Superintendent:

Date:



**UNITED STATES DEPARTMENT**

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY FOR SPECIAL EDUCATION

*Copy to  
Matt / Ken K  
Sarah / Cliff C*

**APR 27 20**

The Honorable Deval Patrick  
Office of the Governor  
Massachusetts State House  
Room 280  
Boston, Massachusetts 02133

Dear Governor Patrick:

I am pleased to inform you that I am hereby approving Massachusetts's definition of "persistently lowest-achieving schools" that the State submitted to the U.S. Department of Education (ED) on March 30, 2010 (enclosed). This approval is granted for purposes of both Massachusetts's application for funds under the State Fiscal Stabilization Fund (SFSF) program and its application for funds under the School Improvement Grants (SIG) program. Please note, however, that this approval is limited to Massachusetts's definition of "persistently lowest-achieving schools"; you will receive separate notification regarding the approval status of all other aspects of your application for SFSF funds and all other aspects of your application for SIG funds.

Approval of this definition also includes approval of the waiver requests, under section 9401 of the Elementary and Secondary Education Act (ESEA), of which Massachusetts completed its submission on March 30, 2010, regarding excluding small schools and identifying Title I secondary schools as Tier II schools. With respect to small schools, Massachusetts is permitted 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 who were enrolled in the school for a full academic year as that term is defined in Massachusetts's Accountability Workbook is fewer than 20. Massachusetts is also permitted to exclude, from the pool of Tier I and Tier II schools, any school in which the total number of students included for the graduation rate calculation is fewer than six. (Please note that this waiver with respect to the graduation rate pertains only to the State's definition of "persistently lowest-achieving schools.")

Concerning identifying Tier II schools, Massachusetts is permitted to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, all secondary schools participating under Title I, Part A of the ESEA that are not already identified in Tier I and (1) have not made adequate yearly progress (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.

Massachusetts should confirm that its approved definition matches the definition in its SFSF Phase II and SIG applications. If the approved definition does not match, Massachusetts must amend its SFSF Phase II and SIG applications to include the approved definition. Also, if Massachusetts makes any subsequent changes to its approved definition, Massachusetts must submit the revised definition to ED for approval.

We will post on ED's website Massachusetts's approved definition of "persistently lowest-achieving schools" in the coming days.

I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact Zollie Stevenson, Jr., Ph.D., Director of Student Achievement and School Accountability Programs (SASA), at (202) 260-0826.

Sincerely,



Thelma Meléndez de Santa Ana, Ph.D.

Enclosure

cc: Mitchell D. Chester, Commissioner of Elementary and Secondary Education  
Lynda Foisy