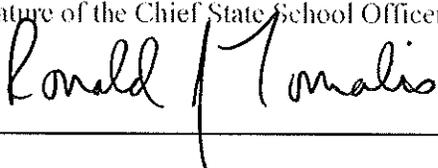


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: PA Department of Education	Applicant's Mailing Address: 333 Market Street Harrisburg, PA 17126-0333
State Contact for the School Improvement Grant  Name: Renee Palakovic  Position and Office: Chief, Division of Federal Programs  Contact's Mailing Address: 333 Market Street 7 <sup>th</sup> floor Harrisburg, PA 17126-0333   Telephone: 717-783-9161  Fax: 717-787-8634  Email address: <a href="mailto:rpalakovic@state.pa.us">rpalakovic@state.pa.us</a>	
Chief State School Officer (Printed Name): Ronald J. Tomalis	Telephone: 717-783-9780
Signature of the Chief State School Officer: X 	Date: 3/8/11
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: Pennsylvania**



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



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

### Paperwork Burden Statement

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



# SCHOOL IMPROVEMENT GRANTS

## **Purpose of the Program**

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

## **Availability of Funds**

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

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

## **State and LEA Allocations**

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

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

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

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

# FY 2010 Submission Information

## **Electronic Submission:**

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

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

Legal Name of Applicant: Pennsylvania Department of Education	Applicant's Mailing Address: 333 Market Street Harrisburg, PA 17126-0333
State Contact for the School Improvement Grant  Name: Renee Palakovic  Position and Office: Title I Director, Chief of the Division of Federal Programs  Contact's Mailing Address: 333 Market Street 7 <sup>th</sup> Floor Harrisburg, PA 17126-0333  Telephone: 717-783-9161  Fax: 717-787-8634  Email address: rpalakovic@state.pa.us	
Chief State School Officer (Printed Name): Thomas E. Gluck	Telephone: 717-783-9780
Signature of the Chief State School Officer:  X	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

# FY 2010 Application Checklist

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

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

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

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

<b>SECTION A: ELIGIBLE SCHOOLS</b>	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input 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 checked="" 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 checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

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

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

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

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

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

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

<input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010
<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:**

Pennsylvania has developed a definition for Persistently Lowest Achieving (PLA) schools.

1. Any Title I school in improvement, corrective action, or restructuring that:
  - a. Is among the lowest achieving 5% of schools in that group in terms of average proficiency<sup>1</sup> on the 2010 state assessment (PSSA); and
  - b. Has not made progress on the state assessment (PSSA) by failing to increase its average proficiency by at least 10 percentage points since 2007; OR

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<sup>1</sup> “Average Proficiency” is determine by adding the number of students who scored proficient or advanced in the all students mathematics group with the number of students who scored proficient or advanced in the all students reading group. This total is then divided by the sum of the total number of students who took the math assessment with the total number of students who took the reading assessment.

- c. Is a Title I school in improvement, corrective action, or restructuring, not identified through either of the above methods (a or b), with a graduation rate of less than 60% for at least two of the last three years (2007,2008,2009).<sup>2</sup>
2. Any secondary school that is eligible for, but does not receive Title I funds that:
- a. Is among the lowest achieving 5% of schools in that group in terms of average proficiency on the 2010 state assessment (PSSA); and
  - b. Has not made progress on the state assessment (PSSA) by failing to increase its average proficiency by at least 10 percentage points since 2007; OR
  - c. Is a secondary school that is eligible for, but does not receive Title I funds, not identified through either of the above methods (a or b), with a graduation rate of less than 60% for at least two of the last three years (2007,2008,2009).<sup>3</sup>

When identifying PLA schools in Pennsylvania, no school-types or groups of schools were excluded from the calculation.

The table below provides a breakdown of the schools in Pennsylvania meeting the PLA criteria described:

Criterion/Tier	Number of Schools in Group	Lowest 5% Achievement	Grad Rate Below 60%	Total Number PLA Schools
1	330	16	4	20
2	374	18	0	18

<sup>2</sup> These criteria, 1(a), (b) and (c), are the criteria applied for SIG in order to identify Tier I schools.

<sup>3</sup> These criteria, 2(a), (b) and (c), are the criteria applied for SIG in order to identify Tier II schools.

Pennsylvania, given authority provided by SIG guidance, has also opted to identify newly eligible schools in Tier I and Tier II. These schools are:

**Tier I:** Title I eligible elementary schools with an average reading and math proficiency rate placing them in the lowest quartile in Pennsylvania based on 2010 PSSA data. From this lowest quartile, only those schools that are no higher performing than Tier I PLA schools will be identified as newly eligible.

**Tier II:** Title I eligible secondary schools with an average reading and math proficiency rate placing them in the lowest quartile in Pennsylvania based on 2010 PSSA data. From this lowest quartile, only those schools that are no higher performing than Tier II PLA schools will be identified as newly eligible.

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		

**EXAMPLE:**

<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.

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

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

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

## **B. EVALUATION CRITERIA:**

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

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

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

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

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

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

Part 1 Response:

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

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

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

- Data
  - i. Academic data broken down by subject, grade level, subgroup, classroom, standard and anchor.
  - ii. Student data on behavior, graduation rate, attendance, participation in extended learning and remediation.
  - iii. Professional development data regarding topics covered, number of sessions, length of sessions and participation.
  - iv. Parent data regarding the level of involvement, opportunities for involvement and parent feedback.
  - v. Leadership data regarding teacher needs, classroom observations and students needs.
  - vi. Other data regarding reforms already implemented and either abandoned or maintained, leadership and teacher changes made, building configuration changes made and any other relevant data.
- Analysis
  - i. Data must be reviewed by a group of staff to include representatives of all affected parties (leadership, teachers, parents).
  - ii. Data connections must be made in order to determine where serious academic problems exist and identify anomalies that may or may not indicate serious issues.
  - iii. **All** available data must be analyzed and considered important as part of this process.
- Prioritization of Needs
  - i. Leadership must review results of data analysis thoroughly. If necessary, outside experts should be consulted to assist in reviewing data analysis.
  - ii. Prioritize the needs identified and identify the 1-3 areas to be addressed in the next school year.

iii. Develop a plan for year 2 and beyond to ensure that all identified needs can be addressed if they continue to be identified as ongoing needs.

▪ Identification of Solutions

- i. Based on data, analysis and prioritization of needs, research reforms, interventions and supports that address the area of need.
- ii. Extensively review data to support the reforms, interventions and supports to identify those that are proven to be effective in addressing the area of need.
- iii. Based on the unique needs of the LEA and school identify the reforms, interventions and supports to be implemented.

▪ Ongoing Evaluation

- i. Determine multiple measures that will be used throughout the implementation process to measure effectiveness.
- ii. Establish benchmark dates, actions to be taken, persons responsible and use of results.
- iii. Establish an on-going implementation review process to review benchmark data and alter plans as necessary.

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

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

▪ Demonstrate Human Capacity

- i. Expertise of staff is adequate to implement reforms
- ii. Leadership necessary to implement reforms
- iii. Acquisition of expertise in areas where capacity is limited
- iv. Human capital plan to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects and address the equitable distribution of highly-effective teachers.

▪ Demonstrate Organizational Capacity

- i. Processes in place to allow for open communication and consistent collaboration of staff
- ii. Ability to alter processes and schedules to allow for needed

- communication and reforms
- iii. Shared vision and goals among all involved
- iv. Outside communications with parents, community organizations

- Demonstrate Structural Capacity
  - i. Necessary curriculum, assessments, professional development, hiring policies, etc. in place to effectively implement reforms
  - ii. Proper scaffolding is in place to ensure missing or lacking structural capacity is addressed
- Demonstrate Material Capacity
  - i. Funding necessary (in addition to SIG funding) to implement effective reforms
  - ii. Alignment of state, local and federal resources available to school to support reforms

Appendix C (SIG Application) and Appendices D & E (Rubrics) provides further detail on PDE's expectations for LEAs and the methods to be used to rate and evaluate the applications for capacity.

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

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

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

Part 2 Response:

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

the LEA before any funding will be awarded.

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

The attached rubrics (Appendices D & E) will be used to ensure that all of the final requirements for each of the four reform models are included within the LEA application AND designed and implemented in a manner that will be effective.

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

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

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

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

LEAs will be required to commit to align all school-level resources with the intervention selected and LEA-level resources, as needed, to the support of the selected intervention. This information is required within the Material Capacity section of the SIG Applications

(Appendix C). The rubrics (Appendices D & E) provide the criteria to be used by the readers to determine the appropriateness of the information provides by the LEA.

This item will be addressed mainly within the capacity portion of the SIG application. LEAs must demonstrate their organizational and structural capacity to fully and effectively implement the interventions selected. This section of the LEA application requires each school to specifically discuss the policies and procedures that will be created, modified or eliminated in order to effectively implement the model. Within other sections of the application, the LEA will provide additional information regarding the actions to be taken, processes and practices to be changed and the timelines for completing.

The attached rubrics (Appendices D & E) will be used to evaluate and assess the commitment of the LEA and school to modify practices and policies as necessary to effectively implement the model selected.

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

**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. The budget tables within the LEA Application for FY10 SIG funds require very specific differentiation among expenditures for pre-implementation, Year 1, 2 and 3 (see Appendix C). Budgeted amounts for each of the required reform activities must be broken down into one of eleven expenditure categories and each must be assigned to one of four time periods—Pre-Implementation, Year 1, Year 2 or Year 3. The setup of the LEA Application will provide readers/reviewers with specific information on all activities to be carried out during the pre-implementation period as well as each year of the reform. Each budget item also requires a budget narrative.
2. The SIG Rubrics FY10 (Appendices D & E) awards either 3 points or 1 point for information provided by the LEA on pre-implementation costs. The minimum required score for this section of the rubric is a “3” (See Appendices D & E for minimum on this item as well as all other items.). An LEA must demonstrate that costs for pre-implementation are completely aligned with the reform plan and the activities and goals described within the LEA application. As well, the amount of money budgeted for these pre-implementation activities must be an amount that is adequate for the activities, but not an amount that would negatively impact the reform activities planned in Year 1. Likewise, if

inappropriate amounts of funding will be used for pre-implementation costs, this could negatively impact Years 2 and 3 of the grant if planned Year 1 activities cannot be completed in Year 1 and are postponed to Year 2 or Year 3. Readers/reviewers will be considering whether pre-implementation activities must take place prior to the 11-12 school year and awarding less than a “3” if activities could be embedded into Years 1-3. Finally, all pre-implementation activities must be allowable as described within the FY10 SIG guidance.

**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:**

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

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

The attached rubrics (Appendices D & E) provide specific evaluative information that will be used to determine if an LEA has the capacity to serve more schools.

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

**D (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:**

- January 2011: Release SIG applications to LEAs with one more Tier I and/or Tier II schools

The online egrant application is currently under development and will be released upon approval of the SEA application. A copy of this SEA application and all of its attachments will be posted on the PDE website within 10 working days of the submission of the application. During the month of December, PDE will recruit and train at least 10 educators that have experience in school reform, effective leadership, coaching, curriculum and administration to participate in the peer review of competitive applications.

- January 2011: Regional, technical assistance workshops

Workshops will be held regionally and any eligible LEA considering applying for SIG funds will be required to attend at least one workshop. The purpose of the workshops will be to thoroughly review the LEA application, rubric and grant requirements.

- February 2011: Completed SIG applications due in the Division of Federal Programs
- February/March 2011: SIG Applications reviewed, scored and ranked by PDE

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

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

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

- April 2011: Tier I and Tier II awards announced

Awardees will be announced via PennLink. Awardees will be brought together and provided in-depth instruction and information regarding the steps to be taken—additional application requirements, reporting requirements, contact names/address, etc. Pre-implementation activities can begin as necessary to implement SIG reforms in the 2011-12 school year.

- May 2011: LEAs with one or more Tier III schools invited to apply for SIG funds, if funds remain

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

- June 2011: Tier III SIG applications due in the Division of Federal Programs
- July 2011: Tier III awards announced

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

- August/September 2011: Tier I and Tier II interventions begin

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

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

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

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

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

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

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

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

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

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

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

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

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

performance measures and annual performance goals.

PDE will develop an annual report to be submitted prior to the awarding of 2<sup>nd</sup> and 3<sup>rd</sup> year funds that will require each participating school to document its progress toward established annual goals. Schools failing to meet one or more annual goals will be required to provide information to justify why goals were not met, where breakdowns occurred, what corrections were made and/or will be made and assurance that corrective actions will enable the school to meet the next year goals. Schools required to take corrective actions will receive increased monitoring during the following school year to ensure that progress continues and corrections are made. Schools failing to meet the next year's goals will not receive 3<sup>rd</sup> year funding, unless PDE determines that a school has made significant progress toward meeting goals. Determinations on continued funding when a school fails to meet goals will be made on a case-by-case basis based on data that demonstrates progress.

3. Tier III schools will be handled in the same manner as Tier I and Tier II schools if Tier III schools are implementing one of the four reform models. Tier III schools not choosing to implement one of the four models will be reviewed with some of the same criteria as Tier I and Tier II schools and some specific criteria that relate only to Tier III schools. (See Appendix E, SIG Rubric FY10).

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

site visit will be conducted within 2 weeks to work in assisting with reforms efforts so that funds can begin to flow again.

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

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

Each application for SIG funding will be reviewed by a panel of professional individuals with knowledge and experience with school reform. Applications will be read by at least three different reviewers using the SIG Rubric FY10 (Appendix E). Upon completion of this reading, each reviewer will provide:

- Individual, numeric score of each application, based on rubric;
- Comments sheets for each application;

Once all applications have been reviewed individually, reviewers will meet as teams and discuss their individual thoughts on each application and come to a consensus on the final funding/no funding recommendation as well as the amount to be awarded. This information will be submitted to PDE along with individual scores.

Based on team funding recommendations and z-scores of applications, each will be ranked accordingly. Those applications with a positive funding recommendation AND a positive z-score will be given priority for funding. If, after awarding funds to these highest ranked applications, funding remains, those applications with a positive funding recommendation and a negative z-score will receive a second review by PDE staff.

The second review by PDE will be done in rank order, beginning with the highest z-scored application with a positive funding recommendation. Applications will be reviewed to determine whether the applicant has met all requirements of SIG, whether the reform plans are clearly addressed, whether there is sufficient capacity to carry out the reform plans and whether additional technical assistance would ensure successful implementation of the SIG model. Any applicants meeting these requirements will be recommended for approval, in order of z-score, until no funding remains or no fundable applications remain; whichever occurs first.

PDE will not fund applications that are not recommended for funding by peer reviewers. If funds remain available but no recommended grants remain, funds will be retained and carried over to the next year. Carryover funds will be combined with following year

funding.

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

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

7/8. The PDE does not intend to take over any Tier I or Tier II schools and PDE does not intend to provide services directly to any schools, other than technical assistance provided through the State System of Support and/or Race to the Top.

## E. ASSURANCES

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:**

PDE will set aside 5% of our award as permitted. PDE will use the state-level funds to continue the state-wide system of support for schools. This support system provides distinguished educators for the lowest achieving schools, leadership training for principals, distinguished school leaders for specific sub-group needs, direct assistance for school improvement planning and implementation and support for Reading and Math coaches.

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

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

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

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

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

In addition, the SUPPORT Program of the Initiative also focuses on six “corollary” standards. The curriculum and delivery of these six standards are regionally determined:

- The leader creates a culture of teaching and learning with an emphasis on learning.
- The leader manages resources for effective results.
- The leader collaborates, communicates, engages, and empowers others inside and outside

of the organization to pursue excellence in learning.

- The leader operates in a fair and equitable manner with personal and professional dignity.
- The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.
- The leader supports professional growth of self and others through practice and inquiry.

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

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

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

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

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

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

**G. CONSULTATION WITH STAKEHOLDERS:** The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

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

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

The SEA has consulted with other relevant stakeholders, including

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

### WAIVERS OF SEA REQUIREMENTS

**Enter State Name Here** Pennsylvania 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** Pennsylvania 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** Pennsylvania 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.

**SIG Rubric—2011-12 Implementation  
Tier I and II Schools Only  
(FY10 and Carryover FY09 Funds)**

**Section A: School Building & Funding Information**      Section Flag

<b>LEA Name</b>	
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<b>School Building</b>	
------------------------	--

<b>Building Tier</b>	Tier I <input type="checkbox"/>	Tier II <input type="checkbox"/>
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<b>Reform Model Chosen</b>	Transformation <input type="checkbox"/>	Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Closure <input type="checkbox"/>
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Reform Model Selected	Amount Applied for (Total 3-Year Amount)
School Closure	
Transformation/Turnaround/Restart	

**Section B: School Narrative**      Section Flag

No scores will be awarded for this section of the grant application. The section does not respond directly to any grant requirements, but provides the reader with a comprehensive understanding of the school’s 3-5 year history/story. Schools were asked to provide information on:

- Data (academic, behavioral, non-academic)
- Changes in administration, governance structures and leadership
- Curriculum mapping, revision and development activities
- Implementation of new core instructional programs

## Appendix D—PA SIG Rubric for FY10

- Staffing changes, recruiting efforts, incentives, supports and mentoring for new and/or struggling teachers
- Professional development plans and initiatives
- School reform planning efforts to include data analysis, data review and root cause analysis
- Parent and community involvement in school reform efforts
- Another other relevant information to describe the school’s history and current environment

Although no score is being awarded for this section, the information provided in this section is vital to the entire application for SIG funds. This information should be used to inform the review of all sections of the application. Examples of things to consider:

- If the school is seeking SIG funds to continue initiatives described within the 3-5 year history detailed in this section, have they provided evidence that the initiatives are effective or show sufficient promise of effectiveness?
- If the school is seeking to dramatically change initiatives described within the 3-5 year history detailed in this section, have they provided the reasons for the change? Is there data to support the request for change? Is it fiscally responsible to use SIG funds to change if insufficient information is provided to support the change?
- If the school is seeking to abandon initiatives described within the 3-5 year history detailed in this section, have they provided sufficient support for this action? Is it fiscally responsible to use SIG funds to abandon initiatives and begin anew? Have alterations to initiatives been attempted? If no, should that be considered first?

### **Section C: Identified Needs/Annual Goals**

Section Flag

Section Score \_\_\_

If the school used the Getting Results school improvement planning tool AND has an approved improvement plan on file the PDE, a description of the data and analysis will not be required again in the SIG application. The only area that must be addressed is the prioritization of needs.

If reviewing an application from a school that has indicated it has an approved Getting Results school improvement plan, the rubric sections for data, analysis and the first criteria for prioritization of needs should be given a score of “3”. Circle the statement under each criteria “If Getting Results on file: No review necessary—automatic 3 pts.” and award three points for each criterion.

**Appendix D—PA SIG Rubric for FY10**

*Sections highlighted below represent the minimum required score for each criterion.  
Funds will not be awarded until all criteria receive at least the minimum score.*

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

**Appendix D—PA SIG Rubric for FY10**

<b>Data</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>Parent</b> data regarding the level of involvement, opportunities for involvement and parent feedback was considered during the needs assessment.</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>
<p><b>Leadership</b> data regarding teacher needs, classroom observations and students needs were considered during the needs assessment.</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>
<p><b>Other</b> data regarding reforms already implemented and either abandoned or maintained, leadership and teacher changes made, building configuration changes made and any other relevant data was considered during the needs assessment.</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>

**Appendix D—PA SIG Rubric for FY10**

<b>Analysis</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>Data collected was reviewed by a group of staff to include representatives of all affected parties (leadership, teachers, parents).</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded _____</b></p>	<p><i>The LEA assembled a data review team that consisted of all affected parties. The LEA application specifically described the process used to review data (i.e. data reviewed, number of meetings, analysis completed, and collaboration activities). Sufficient time was taken to thoughtfully review all relevant data.</i></p>	<p><i>The LEA assembled a data review team that consisted of most of the affected parties, but could have been more inclusive. The LEA application provided a general description of process used to review data, but lacked detail. (i.e. data reviewed, number of meetings, analysis completed, and collaboration activities). The time taken to review the relevant data was not specified or was limited.</i></p>	<p><i>The LEA reviewed the data without the use of a team to represent all affected parties. The LEA application provided little or no evidence of the process used to review data making it difficult to determine the appropriateness of the review. Limited or no evidence of the time spent on data review was provided.</i></p>
<p>Data connections were made in order to determine where serious academic problems exist and identify anomalies that may or may not indicate serious issues.</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded _____</b></p>	<p><i>The LEA application provides an in-depth description of the data connections made as a result of the data review team’s work. (For example, a majority of the students who actually participated in after-school, extended day learning opportunities were NOT the students scoring below-basic on the PSSA.)</i></p>	<p><i>The LEA application provides general, surface information on data connections made as a result of the data team’s work. The data connections provided are basic and predictable but not necessarily emerging as a result of a school-specific needs assessment.</i></p>	<p><i>The LEA application provides little or no evidence of data connections made as a result of the data team’s work. Even the most basic connections that are apparent to the reader were not provided within the application.</i></p>

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<b>Prioritization of Needs</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>Results of data analysis were reviewed by LEA and school leadership or outside experts, if necessary, to identify and prioritize needs.</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded _____</b></p>	<p><i>LEA and school leadership and outside experts thoroughly reviewed the data analysis completed by the data review team. A description of those involved and the process undertaken is provided within the LEA application. Information provided clearly shows that all appropriate leaders were involved (building principal, curriculum director, special education director, federal programs director, etc.) in the review of the data analysis and the identification of needs and priorities.</i></p>	<p><i>A limited number of LEA leadership staff reviewed the data analysis completed by the data review team. The description of those involved and the process undertaken is missing important information (positions/titles of those involved, time spent on the review). Information provided shows that key school leaders were not part of the review—building principal for example—making it difficult to have buy-in from all involved.</i></p>	<p><i>There is little or no evidence in the LEA application to show that school and LEA leadership reviewed the data analysis completed by the data review team. Little or no information was provided regarding the names and titles of staff responsible for reviewing the data analysis.</i></p>
<p>The needs identified in the school were prioritized and a sub-set of needs was identified to be addressed in the first, second and third year of the reform.</p> <p><b>Score Awarded _____</b></p>	<p><i>The LEA application clearly articulates the <b>priority</b> needs that have been identified. The LEA application specifies the needs to be addressed in the first, second and third year of the reform effort.</i></p>	<p><i>The LEA application articulates the needs of the school, but does not prioritize them over a three-year period.</i></p>	<p><i>The LEA application provides little or no evidence of the needs identified and/or the priority established for those needs.</i></p>

<b>Annual Goals</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>The school has established annual PSSA goals for each year of the grant that require aggressive movement of students into proficient or advanced levels of achievement.</p>	<p><i>The annual goals have been established for all three years of the grant. Goals are provided for all proficiency levels. Goals over the three year period move at least 2/3 of the students currently scoring below proficient into proficient or advanced.</i></p>	<p><i>The annual goals have been established for all three years of the grant. Goals are not provided for all proficiency levels. Goals move only 1/2 of the students currently scoring below proficient into proficient or advanced.</i></p>	<p><i>Annual goals have not been established for all three years of the grant. Insufficient information is provided to demonstrate that SIG funds will aggressively move students from below proficient into proficient or advanced levels.</i></p>

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Score Awarded _____			
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**Section D: Selection & Implementation of Model**

Section Flag

Section Score \_\_\_\_

The school must demonstrate that the process used to identify the reform model was based on data, needs and other appropriate demographics. Rate the school’s description of the process used to select the model in the rubric below.

*Sections highlighted below represent the minimum required score for each criterion.  
Funds will not be awarded until all criteria receive at least the minimum score.*

<b>Selection of Model or Solutions</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>The model selected best meets the prioritized needs of the school.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA application provides clear connections between the identified needs and the reform model selected. The reform model is clearly the best match to the identified needs.</i></p>	<p><i>The LEA application provides limited connections between the identified needs and the reform model selected. The reform model MAY be the best match, but one of the other reform models may a better choice.</i></p>	<p><i>The LEA application does not clearly articulate the connection between the needs identified and the reform model selected. The LEA must demonstrate a better understanding of the needs of the school and the requirements of the reform model.</i></p>

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**Section E: Description of Reform Plan**

Section Flag

Section Score     

The school must be able to describe the reform plan it will implement with sufficient detail and support. The reviewer must review the goals, actions and evaluations and determine the quality of the plans for each.

*Sections highlighted below represent the minimum required score for each criterion.  
Funds will not be awarded until all criteria receive at least the minimum score.*

<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E1.</b> Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2008-09 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.)</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides clear and specific information regarding the recruitment and selection of a new principal for the school.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and will not be replaced.</i></p>	<p><i>The LEA provides limited documentation to show the LEA’s plan for recruiting and hiring a new principal for the school. It is unclear if the process can or will be carried out by the beginning of the 2010-11 school year.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides limited evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and therefore cannot support their decision to retain the current principal.</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to recruit and hire a new principal or the criteria to be used. Little or no evidence of the reasons for the retention of the current principal provided.</i></p>
<p><b>E1 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<p><b>E2.</b> Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>Are designed and developed with teacher and principal involvement.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA presents a plan outlining the specific steps to be taken to monitor teacher effectiveness and the evaluation tools to be used. The plan provides for support to new and struggling teachers and/or incentives for effective teachers. The plan provides details on consequences for teachers failing to meet evaluation expectations.</i></p>	<p><i>The LEA describes a plan to monitor teacher effectiveness, but key details are missing from the plan. More specific information regarding evaluation tools to be used, how often, by whom, etc. is needed. Plans for support of new and/or struggling teachers and consequences for teachers failing to meet expectations lack necessary details.</i></p>	<p><i>The LEA provides little or no evidence of its plan to monitor teacher effectiveness, support new and/or struggling teachers and implement consequences for teachers failing to meet expectations.</i></p>
<p><b>E2 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E3.</b> Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides clear, specific information regarding the identification and reward system developed for school leaders, teachers and staff. The description includes specific information regarding expectations for student achievement and high school graduation rates and rewards and consequences for employees based on this data.</i></p>	<p><i>The LEA provides a brief summary regarding the identification and reward system developed for school leaders, teachers and staff. The description includes general information regarding expectations for student achievement and high school graduation rates and rewards and consequences for employees based on this data.</i></p>	<p><i>The LEA provides little or no evidence of a plan for rewarding teachers and school leaders based on student achievement and high school graduation rates or consequences for same data.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E3 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E4.</b> Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school describes the professional development plan with great detail. The plan clearly shows the link between professional development opportunities and the needs identified. Topics for professional development activities are covered more than once during the year and sessions build off of previously covered material. Professional development activities are job-embedded when possible.</i></p>	<p><i>The school describes the professional development plan to be implemented, but does not provide sufficient detail on topics covered, number of sessions, participants, etc. Not all professional development activities described directly relate to identified needs. The activities are once-and-done and not covered in an on-going manner.</i></p>	<p><i>The school provides little or no evidence of a professional development plan for the school. Professional development activities are not coordinated, do not address needs identified and are not of sufficient size and scope to effect real, lasting change in educational practice.</i></p>
<p><b>E4 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E5.</b> Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has provided clear and specific information regarding incentive programs, recruitment efforts, programs to support and maintain effective staff and steps to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided limited information on new and innovative efforts to incentivize success, recruit and retain effective staff of actions to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided little or no evidence that any plans have been developed to provide financial incentives, recruit and retain effective staff or handle staff not meeting expectations.</i></p>
<p><b>E5 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E6.</b> Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school’s plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies; the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.</i></p>	<p><i>The school’s plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.</i></p>	<p><i>There is little or no evidence of a comprehensive, standards-aligned-system within the school’s reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E6 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E7.</b> Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has described an extensive assessment plan that includes the use of all four of the assessments. The use of each assessment is appropriate and is administered an appropriate number of times to yield useful, informative data for teachers and leaders. Assessment results will be shared with all appropriate staff in a timely fashion and in a format that is helpful. Teachers will have ample time to review and analyze data and make necessary changes to instruction.</i></p>	<p><i>The school has described an assessment plan that includes some of the four assessments. The assessments to be used may be appropriate to measure the success of students and programs. Important details are missing from the plan (times per year assessment is to be administered, analysis to occur, process for sharing data, etc.) to ensure that student progress is being accurately measured and results shared.</i></p>	<p><i>The school provides little or no evidence of a comprehensive assessment plan to administer benchmark, formative, diagnostic and summative assessments. There is insufficient evidence to determine if student progress will be measured appropriately and that results will be shared with staff.</i></p>
<p><b>E7 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>E8. Establish schedules and strategies that provide increased learning time.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school provides clear and descriptive information regarding the number of minutes of instruction to be added during the school year, the programs to be offered, the students included, and the manner in which the school day/year will be extended.</i></p>	<p><i>The school provides general information about plans to extend learning time for students. No specific information is provided regarding the actual number minutes to be added during the school year or the students to be involved.</i></p>	<p><i>The school provides little or no evidence of its plans to extend learning time for students in the school.</i></p>
<p>E8 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E9. Provide ongoing mechanisms for family and community engagement.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school provides detailed information regarding the parent, family and community engagement activities to be conducted in both the pre-implementation period and the three-year period beginning in 2011-12. Information includes multiple opportunities for involvement, evidence of the use of family and community feedback to shape reform efforts and a plan for continuous communication between the school and families/community.</i></p>	<p><i>The school provides some detailed information regarding the parent and community engagement activities to be conducted. Activities may not take place throughout the pre-implementation phase and implementation phases of the plan and may be of a limited number to have maximum impact. More specific information is needed to support communication between the school and families/community.</i></p>	<p><i>The school provides little or no evidence of effective plans to communicate the reform effort to parents, families or the community.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E9 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E10.</b> Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides a detailed description of the changes to be made that will allow operational flexibility at the school level. The application specifically indicates the changes in practice and procedures to allow this flexibility to take place.</i></p>	<p><i>The LEA provides a general summary of the changes that could take place to allow for more operational flexibility at the school level, but details are lacking that demonstrate how that will occur and when.</i></p>	<p><i>The LEA provides little or no information to show that the school will be given any operational flexibility to implement the reform model chosen.</i></p>
<p><b>E10 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E11.</b> Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA’s application clearly outlines the different levels of technical assistance to be provided by the LEA, the SEA and external partners in support of the intervention model.</i></p>	<p><i>The LEA’s application provides generally information about assistance to be provided to the school during the implementation of the model. However, specific information around the types of technical assistance to be offered and from whom are missing.</i></p>	<p><i>The LEA provides little or no evidence of a plan to provide technical assistance and related support to the school as it implements the intervention model.</i></p>
<p><b>E11 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E1.</b> Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2008-09 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.)</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides clear and specific information regarding the recruitment and selection of a new principal for the school.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and will not be replaced.</i></p>	<p><i>The LEA provides limited documentation to show the LEA's plan for recruiting and hiring a new principal for the school. It is unclear if the process can or will be carried out by the beginning of the 2010-11 school year.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides limited evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and therefore cannot support their decision to retain the current principal.</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to recruit and hire a new principal or the criteria to be used. Little or no evidence of the reasons for the retention of the current principal provided.</i></p>
<p><b>E1 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E2.</b> Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: Screen all existing staff and rehire no more than 50 percent; and Select new staff;</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA clearly defines the process and criteria to be used to identify the staff within the school that will be retained. A clear, executable plan has been established to recruit, hire and support new highly qualified staff in the school. Staffing changes will be completed for the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides some details on the process to be used to identify staff to be retained and the criteria to be used, but some important issues have not been addressed. Plans for recruiting, hiring and supporting new staff are vague and lack details necessary to determine its appropriateness. Staffing changes cannot be completed by the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to identify staff to be retained or the criteria to be used. No details are provided regarding the plans to recruit, hire and support new teachers in the 2010-11 school year.</i></p>
<p><b>E2 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E3.</b> Provide appropriate social-emotional and community-oriented services and supports for students.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides a specific plan and/or details regarding the health and social services to be provided to students. Based on the data provided within the needs assessment, the health and social services to be provided meet the needs of students and parents.</i></p>	<p><i>The LEA provides limited information and/or details regarding health and social services to be provided to students. Based on the data provided within the needs assessment, not all of the services are aligned and some services should be added/deleted.</i></p>	<p><i>There is little or not evidence that necessary health and social services will be offered to students. Needs were identified within the needs assessment, but these needs are not being addressed within the plan.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E3 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E4.</b> Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has provided clear and specific information regarding incentive programs, recruitment efforts, programs to support and maintain effective staff and steps to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided limited information on new and innovative efforts to incentivize success, recruit and retain effective staff of actions to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided little or no evidence that any plans have been developed to provide financial incentives, recruit and retain effective staff or handle staff not meeting expectations.</i></p>
<p><b>E4 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E5.</b> Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides details, timelines and goals for the establishment of necessary structures and reporting systems and the manner in which all will be monitored. The steps to be taken will provide for the effective implementation of the school reform effort and ample opportunities for adjustments to be made based on reporting data.</i></p>	<p><i>The LEA’s description of the new governance structure to be established lacks necessary details and specificity. Reporting systems are limited and by themselves will not provide sufficient accountability staff and LEA leadership. Insufficient time/opportunities available within the plan for review of data and adjustments to plan.</i></p>	<p><i>The LEA provides little or no evidence of the implementation of a new governance structure as part of the reform model. Accountability plans are limited or non-existent within the LEA’s application.</i></p>
<p><b>E5 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E6.</b> Establish schedules and strategies that provide increased learning time.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school provides clear and descriptive information regarding the number of minutes of instruction to be added during the school year, the programs to be offered, the students included, and the manner in which the school day/year will be extended.</i></p>	<p><i>The school provides general information about plans to extend learning time for students. No specific information is provided regarding the actual number minutes to be added during the school year or the students to be involved.</i></p>	<p><i>The school provides little or no evidence of its plans to extend learning time for students in the school.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E6 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E7.</b> Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has described an extensive assessment plan that includes the use of all four of the assessments. The use of each assessment is appropriate and is administered an appropriate number of times to yield useful, informative data for teachers and leaders. Assessment results will be shared with all appropriate staff in a timely fashion and in a format that is helpful. Teachers will have ample time to review and analyze data and make necessary changes to instruction.</i></p>	<p><i>The school has described an assessment plan that includes some of the four assessments. The assessments to be used may be appropriate to measure the success of students and programs. Important details are missing from the plan (times per year assessment is to be administered, analysis to occur, process for sharing data, etc.) to ensure that student progress is being accurately measured and results shared.</i></p>	<p><i>The school provides little or no evidence of a comprehensive assessment plan to administer benchmark, formative, diagnostic and summative assessments. There is insufficient evidence to determine if student progress will be measured appropriately and that results will be shared with staff.</i></p>
<p><b>E7 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E8.</b> Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school’s plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies; the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.</i></p>	<p><i>The school’s plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.</i></p>	<p><i>There is little or no evidence of a comprehensive, standards-aligned-system within the school’s reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.</i></p>
<p><b>E8 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E9.</b> Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA’s application clearly outlines the different levels of technical assistance to be provided by the LEA, the SEA and external partners in support of the intervention model.</i></p>	<p><i>The LEA’s application provides generally information about assistance to be provided to the school during the implementation of the model. However, specific information around the types of technical assistance to be offered and from whom are missing.</i></p>	<p><i>The LEA provides little or no evidence of a plan to provide technical assistance and related support to the school as it implements the intervention model.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E9 Action Plan</b>                      An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Restart</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E1.</b> The LEA implemented a review process for choosing the Charter Management Organization (CMO) or Educational Management Organization (EMO).</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA clearly describes the process used to select the CMO/EMO. The process required CMOs/EMOs to demonstrate program quality, effectiveness in “like” settings and experience dealing with the identified needs of the school.</i></p>	<p><i>The LEA provides a general description of the process used to select the CMO/EMO. Insufficient details provided regarding the manner in which CMOs/EMOs were prioritized—effectiveness, quality, experience.</i></p>	<p><i>The LEA provides little or no evidence of the explicit process used to prioritize and select a CMO/EMO.</i></p>
<p><b>E1 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E2.</b> The LEA identifies the EMO/CMO selected or the pool of potential providers.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA identified the EMO/CMO selected or the pool of potential EMOs/CMOs.</i></p>		<p><i>The LEA did not provide the identity of the CMO/EMO selected or the pool of potential EMOs/CMOs.</i></p>
<p><b>E2 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Restart</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E3.</b> The school to be “restarted” has retained its original grade configuration or has a plan for those students to be moved.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has maintained the grade configuration of the school and all students formerly attending the school will be permitted to attend the “restarted” school in 2010-11.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA plans to change the grade configuration of the “restarted” school and provides a description of the new grade configuration and the reasons for the change. A plan to accommodate and move students to new buildings is described in detail.</i></p>		<p><i>The LEA is not maintaining the grade configuration of the school and cannot support the decision to do so. The LEA does not address the plan for moving students to new buildings in the 2010-11 school year.</i></p>
<p><b>E3 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E4.</b> The LEA/school has an implementation plan to ensure a smooth “restart” for the 2011-12 school year.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA describes in detail, the plan for implementing the restart model in the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides a general plan for the implementation of the restart model. A timeline is included, but does not include activities prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence of a detailed, specific plan and timeline for implementing the restart model in the 2010-11 school year.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Restart</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E4 Action Plan</b>                      An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Closure</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E1.</b> The LEA has a plan to enroll students in new, higher-performing schools or LEAs.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides a detailed plan to enroll students into new schools or other neighboring LEAs. The plan specifically identifies the tasks to be done and the timeline for doing them. Students will be aware of their new placements prior to the start of the 2010-11 school year.</i></p>		<p><i>The LEA does not provide a detailed plan that outlines where students will be attending, the timeline for notification and the goal of having students placed in the 2010-11 school year.</i></p>
<p><b>E1 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E2.</b> The LEA/School has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2011-12 school year.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA describes in detail, the plan for closing the school before the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides a general plan for the closure of the school. A timeline is included, but does not include activities prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence of a detailed, specific school closure plan and timeline for 2010-11 school year.</i></p>
<p><b>E2 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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Based on the review of the reform plan and the details on goals, actions and evaluation methods, rate the school’s ability to effectively evaluate, manage, maintain and change the plan to meet the needs of students and teachers.

*Sections highlighted below represent the minimum required score for each criterion. Funds will not be awarded until all criteria receive at least the minimum score.*

<b>Ongoing Evaluation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>Multiple evaluation measures have been selected to measure effectiveness throughout the implementation of the reform effort.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has clearly identified the multiple evaluation measures to be used, the timeline for their administration, the person(s) responsible and the specific uses of the data to be gathered. Evaluation measures will be administered at least 3 times per school year.</i></p>	<p><i>The LEA has provided general information regarding the evaluation measures to be used, but does not provide specific information regarding the administration of the measure or the way in which data will be used. Evaluation measures are not administered at least 3 times per school year.</i></p>	<p><i>There is little or no evidence that specific, multiple evaluation measures have been selected or will be used consistently throughout the implementation of the reform effort. Evaluation measures are not administered consistently throughout the school year.</i></p>
<p>Benchmarks for evaluation measures have been set at specific times throughout the school year.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has established benchmarks for all identified evaluation measures and time periods. Processes have been developed to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i></p>	<p><i>The LEA has established benchmarks for some/all evaluation measure and time periods. More specific information is necessary to ensure that processes are in place to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i></p>	<p><i>The LEA has not established the necessary benchmarks to allow for progress to be monitored.</i></p>
<p>An ongoing review process is established to ensure timely review of data and plan alterations as necessary.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has described its plan for setting aside sufficient time throughout the year for progress monitoring. The plan provides timely feedback to classroom teachers and timely alterations to school-level plans if necessary based on data.</i></p>	<p><i>The LEA provides general information regarding progress monitoring. More specific information is needed regarding designated time for data review, the timeline for feedback to teachers and the process for plan alterations based on data.</i></p>	<p><i>The LEA provides little or no evidence to support the development of a clearly defined process for reviewing data from ongoing evaluations, providing necessary feedback to classroom teachers and making alternations to plans.</i></p>

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**Section F: Selection Process Outside Experts**

Section Flag

Section Score     

Not all schools and LEAs have the expertise needed to carry out all aspects of the proposed reform plan. The selection of outside experts to assist in carrying out the reform plan and to help to inform the process is an important factor. Rate the school’s process to be used to select and hire outside experts. If no outside experts/providers are to be hired as part of the reform plan, circle the statement “If no outside experts utilized: No review necessary—automatic 3 pts.” and award three points for each criterion.

<b>Outside Experts/Providers</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>A process for the solicitation, review and selection of outside experts/providers is established and utilized.</p> <p><b>If no outside experts utilized: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> <u>    </u></p>	<p><i>The school has clearly articulated the plan for soliciting and selecting the outside experts needed to implement the necessary reforms. The process requires applicants to provide evidence of education, prior work experience that directly relates to the area of expertise needed and data to show success in that same area.</i></p>	<p><i>The school has developed a process and plan for hiring outside experts necessary for the implementation of the reforms. The process lacks some details and does not require applicants to provide information that would clearly show expertise in the area needed.</i></p>	<p><i>There is little or no evidence of any concrete plan for the solicitation/selection of outside experts/providers. It is not clear what criteria, if any, will be used to find and hire experts that are included in the reform plan.</i></p>
<p>The outside experts/providers to be hired are proficient in areas where additional expertise is needed.</p> <p><b>If no outside experts utilized: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> <u>    </u></p>	<p><i>The school has provided specific information regarding the relationship between the identified needs of the school and the area of expertise being sought from the outside. The experts/providers have been described within the reform plan and are integral members of the reform initiative.</i></p>	<p><i>The school has provided general information about the relationship between the identified need of the school and the area of expertise being sought from the outside. There is limited evidence to support the outside expert(s) role in the reform initiative.</i></p>	<p><i>There is little or no evidence of the relationship between the identified need of the school and the area of expertise being sought from the outside. It is unclear what the role of the outside experts/providers is.</i></p>

**Section G: LEA and School Capacity**

Section Flag

Section Score     

This section of the SIG application requires an LEA and school to discuss capacity issues in two different ways. First, the LEA must demonstrate it has insufficient capacity to serve more than the Tier I and Tier II schools applied for. Second, both the LEA and

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school must demonstrate they have the capacity to provide all of the necessary supports required to implement the planned reforms in all buildings.

Rate the LEA’s response to the first capacity requirement (Part 1 of Section G of LEA Application) based on the considerations provided below.

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

**Appendix D—PA SIG Rubric for FY10**

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

**Appendix D—PA SIG Rubric for FY10**

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

**Appendix D—PA SIG Rubric for FY10**

Rate both the LEA and the school’s response to the second capacity requirement (Part 2 of Section G of LEA Application) based on the considerations provided below.

<b>Capacity to Serve Tier I &amp; II Schools</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>The LEA/school has sufficient <b>human capacity</b> to implement the reform(s) selected.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has clearly demonstrated it has the needed human capacity to carry out the reform(s) selected in all schools identified. The application describes the staff expertise currently available. The process for recruitment and identification of outside experts is described and is appropriate based on the needs of the school and the position responsibilities; an appropriate number of administrative staff available to lead the reforms; and a plan to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects and address equity among highly effective teachers.</i></p>	<p><i>The LEA addresses some of the key human capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient human capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary human capacity to implement the selected reform(s).</i></p>
<p>The LEA/school has sufficient <b>organizational capacity</b> to implement the reform(s) selected.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has clearly demonstrated it has the needed organizational capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for collaboration and communication with staff, community, unions and the school board; the LEA/school’s commitment to creating, modifying or eliminating processes and procedures as necessary to effectively implement reforms; and the planned approach to presentation and communication of school reform goals and vision.</i></p>	<p><i>The LEA addresses some of the key organizational capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient organizational capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary organizational capacity to implement the selected reform(s).</i></p>

Appendix D—PA SIG Rubric for FY10

<b>Capacity to Serve Tier I &amp; II Schools</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>The LEA/school has sufficient <b>structural capacity</b> to implement the reform(s) selected.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has clearly demonstrated it has the needed structural capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for standards-based curriculum, fair assessments, professional development, hiring policies and building/space limitations.</i></p>	<p><i>The LEA addresses some of the key structural capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary structural capacity to implement the selected reform(s).</i></p>
<p>The LEA/school has sufficient <b>material capacity</b> to implement the reform(s) selected.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has clearly demonstrated it has the needed material capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for aligning all school resources to the reform(s), attaining the necessary instructional materials and resources, ensuring sufficient time is made available and necessary additional funding is received.</i></p>	<p><i>The LEA addresses some of the key material capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary material capacity to implement the selected reform(s).</i></p>

**Section H: Budget Information & Narrative**

Section Flag

Section Score     

<b>Budget Information &amp; Narrative</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>Amounts budgeted by required reform activity in Section E are broken down by year and specific categories.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school’s budget breakdown is appropriate for the pre-implementation and implementation of the reform model selected. Yearly amounts are not excessive and the use of money by category is appropriate for achieving the goals outlined within Section E.</i></p>	<p><i>The school’s budget breakdown is provided by year and by funding category. Yearly amounts are questionable and may be too high or too excessive in some cases. The categories selected for budgeting funds are not consistent with the goals outlined in Section E.</i></p>	<p><i>The school’s budget breakdown is not broken down by year or funding category as required and costs are not appropriate for the goals outlined in Section E.</i></p>
<p>The LEA-level administrative expenses and costs for LEA-provided school support are identified.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school’s breakout of LEA-level administrative expenses is appropriate and aligned with the model requirements, goals, and activities outlined within Section E. Sufficient, but not excessive, amounts are budgeted and are necessary to provide the services described within the reform plan.</i></p>	<p><i>The school’s breakout of LEA-level administrative expenses is provided and aligned with the model requirements, goals, and activities outlined within Section E. Amounts budgeted are too excessive or insufficient to provide the level of support described within the reform plan.</i></p>	<p><i>The school’s breakout of expenses does not include LEA-level administrative expenses. The reform plan requires some level of LEA support or administrative expense for the LEA and is not reflected within the budget breakout.</i></p>
<p>The school provides a description of each budgeted item.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school’s descriptions of budgeted items are appropriate and aligned with the reform model requirements, goals and activities outlined within Section E.</i></p>	<p><i>Some of the school’s descriptions of budgeted items lack detail. More details are required for some budgeted items to ensure that they are appropriate and aligned with the reform model requirements, goals and activities outlined within Section E.</i></p>	<p><i>All or most of the school’s descriptions of budgeted items lack detail. More details are required for all budgeted items to ensure that they are appropriate and aligned with the reform model requirements, goals and activities outlined within Section E.</i></p>

**Appendix D—PA SIG Rubric for FY10**

<p>The amount of funds budgeted for pre-implementation costs are appropriate and the expenditures are allowable.</p> <p><b>If no pre-implementation costs budgeted:</b></p> <p><b>No review necessary—automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>The school's budget for pre-implementation costs is an amount commensurate with the activities to be carried out as part of the reform and the total amount of money requested for such activities is appropriate and will not negatively impact Years 1, 2 and 3 of the reform. Activities to take place prior to the 11-12 school year are aligned with the reform plan and are necessary to prepare for implementation at the beginning of the 11-12 school year. Expenditures are allowable as specified within FY10 SIG guidance.</i></p>		<p><i>The school's budget for pre-implementation costs is not completely aligned to the activities to be carried out as part of the reform. A clear connection cannot be made between all the activities budgeted and the description of the reform plan within the narrative of the application. All activities are not necessary for pre-implementation and could occur in Year 1, 2 or 3 without a negative impact on implementation at the beginning of the 11-12 school year. Expenditures are not all allowable as specified within FY10 SIG guidance.</i></p>
<p>The school provides sustainability plans for each budgeted item.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a specific plan for sustaining all budgeted item or an explanation as to why the cost will not continue beyond Year 3 of the grant.</i></p>	<p><i>The school has provided a specific plan for sustaining most of the budgeted items or explanations as to why the costs will not continue beyond Year 3 of the grant. Some items require sustainability plans or more specific sustainability plans.</i></p>	<p><i>The school has not provided specific plans for sustaining the majority of the budgeted items or explanations as to why the costs will not continue beyond Year 3 of the grant. Many items will not be sustainable without funding from another source.</i></p>

**SIG Rubric—2011-12 Implementation  
Tier III Schools Only  
(FY10 and Carryover FY09 Funds)**

**Section A: School Building & Funding Information**      Section Flag

<b>LEA Name</b>	
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<b>School Building</b>	
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<b>Building Tier</b>	Tier I <input type="checkbox"/>	Tier II <input type="checkbox"/>
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<b>Reform Model Chosen—If Any</b>	Transformation <input type="checkbox"/>	Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Closure <input type="checkbox"/>	No Model Selected <input type="checkbox"/>
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<b>Amount Applied for (Total 3-Year Amount)</b>
\$

**Section B: School Narrative**      Section Flag

No scores will be awarded for this section of the grant application. The section does not respond directly to any grant requirements, but provides the reader with a comprehensive understanding of the school’s 3-5 year history/story. Schools were asked to provide information on:

- Data (academic, behavioral, non-academic)
- Changes in administration, governance structures and leadership
- Curriculum mapping, revision and development activities
- Implementation of new core instructional programs
- Staffing changes, recruiting efforts, incentives, supports and mentoring for new and/or struggling teachers

## Appendix E—PA SIG Rubric for FY10

- Professional development plans and initiatives
- School reform planning efforts to include data analysis, data review and root cause analysis
- Parent and community involvement in school reform efforts
- Another other relevant information to describe the school’s history and current environment

Although no score is being awarded for this section, the information provided in this section is vital to the entire application for SIG funds. This information should be used to inform the review of all sections of the application. Examples of things to consider:

- If the school is seeking SIG funds to continue initiatives described within the 3-5 year history detailed in this section, have they provided evidence that the initiatives are effective or show sufficient promise of effectiveness?
- If the school is seeking to dramatically change initiatives described within the 3-5 year history detailed in this section, have they provided the reasons for the change? Is there data to support the request for change? Is it fiscally responsible to use SIG funds to change if insufficient information is provided to support the change?
- If the school is seeking to abandon initiatives described within the 3-5 year history detailed in this section, have they provided sufficient support for this action? Is it fiscally responsible to use SIG funds to abandon initiatives and begin anew? Have alterations to initiatives been attempted? If no, should that be considered first?

### **Section C: Identified Needs/Annual Goals**

Section Flag

Section Score \_\_\_

Because all Tier III schools are required to have an approved Getting Results school improvement plan on file the PDE, a description of the data and analysis will not be required again in the SIG application. The only area that must be addressed is the prioritization of needs.

The rubric sections for data, analysis and the first criteria for prioritization of needs should be given a score of “3”. Circle the statement under each criteria “If Getting Results on file: No review necessary—automatic 3 pts.” and award three points for each criterion.

**Appendix E—PA SIG Rubric for FY10**

*Sections highlighted below represent the minimum required score for each criterion.  
Funds will not be awarded until all criteria receive at least the minimum score.*

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

**Appendix E—PA SIG Rubric for FY10**

<b>Data</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>Parent</b> data regarding the level of involvement, opportunities for involvement and parent feedback was considered during the needs assessment.</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>
<p><b>Leadership</b> data regarding teacher needs, classroom observations and students needs were considered during the needs assessment.</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>
<p><b>Other</b> data regarding reforms already implemented and either abandoned or maintained, leadership and teacher changes made, building configuration changes made and any other relevant data was considered during the needs assessment.</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>LEA application provides information to show data in all of the areas listed was available and considered. Additional data points were also included in order to get a clear, accurate picture of the school.</i></p>	<p><i>LEA application provides information to show data in a least half of the areas listed was available and considered. No additional data points were included, making it possible that inaccurate needs have been identified.</i></p>	<p><i>LEA application provides little or no information to show data in any of the areas listed was available and considered. The lack of data considered will make it very likely that inaccurate needs have been identified.</i></p>

**Appendix E—PA SIG Rubric for FY10**

<b>Analysis</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>Data collected was reviewed by a group of staff to include representatives of all affected parties (leadership, teachers, parents).</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA assembled a data review team that consisted of all affected parties. The LEA application specifically described the process used to review data (i.e. data reviewed, number of meetings, analysis completed, and collaboration activities). Sufficient time was taken to thoughtfully review all relevant data.</i></p>	<p><i>The LEA assembled a data review team that consisted of most of the affected parties, but could have been more inclusive. The LEA application provided a general description of process used to review data, but lacked detail. (i.e. data reviewed, number of meetings, analysis completed, and collaboration activities). The time taken to review the relevant data was not specified or was limited.</i></p>	<p><i>The LEA reviewed the data without the use of a team to represent all affected parties. The LEA application provided little or no evidence of the process used to review data making it difficult to determine the appropriateness of the review. Limited or no evidence of the time spent on data review was provided.</i></p>
<p>Data connections were made in order to determine where serious academic problems exist and identify anomalies that may or may not indicate serious issues.</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA application provides an in-depth description of the data connections made as a result of the data review team’s work. (For example, a majority of the students who actually participated in after-school, extended day learning opportunities were NOT the students scoring below-basic on the PSSA.)</i></p>	<p><i>The LEA application provides general, surface information on data connections made as a result of the data team’s work. The data connections provided are basic and predictable but not necessarily emerging as a result of a school-specific needs assessment.</i></p>	<p><i>The LEA application provides little or no evidence of data connections made as a result of the data team’s work. Even the most basic connections that are apparent to the reader were not provided within the application.</i></p>

Appendix E—PA SIG Rubric for FY10

<b>Prioritization of Needs</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>Results of data analysis were reviewed by LEA and school leadership or outside experts, if necessary, to identify and prioritize needs.</p> <p><b>If Getting Results on file: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>LEA and school leadership and outside experts thoroughly reviewed the data analysis completed by the data review team. A description of those involved and the process undertaken is provided within the LEA application. Information provided clearly shows that all appropriate leaders were involved (building principal, curriculum director, special education director, federal programs director, etc.) in the review of the data analysis and the identification of needs and priorities.</i></p>	<p><i>A limited number of LEA leadership staff reviewed the data analysis completed by the data review team. The description of those involved and the process undertaken is missing important information (positions/titles of those involved, time spent on the review). Information provided shows that key school leaders were not part of the review—building principal for example—making it difficult to have buy-in from all involved.</i></p>	<p><i>There is little or no evidence in the LEA application to show that school and LEA leadership reviewed the data analysis completed by the data review team. Little or no information was provided regarding the names and titles of staff responsible for reviewing the data analysis.</i></p>
<p>The needs identified in the school were prioritized and a sub-set of needs was identified to be addressed in the first, second and third year of the reform.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA application clearly articulates the <b>priority</b> needs that have been identified. The LEA application specifies the needs to be addressed in the first, second and third year of the reform effort.</i></p>	<p><i>The LEA application articulates the needs of the school, but does not prioritize them over a three-year period.</i></p>	<p><i>The LEA application provides little or no evidence of the needs identified and/or the priority established for those needs.</i></p>

<b>Annual Goals</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>The school has established annual PSSA goals for each year of the grant that require aggressive movement of students into proficient or advanced levels of achievement.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The annual goals have been established for all three years of the grant. Goals are provided for all proficiency levels. Goals over the three year period move at least 2/3 of the students currently scoring below proficient into proficient or advanced.</i></p>	<p><i>The annual goals have been established for all three years of the grant. Goals are not provided for all proficiency levels. Goals move only ½ of the students currently scoring below proficient into proficient or advanced.</i></p>	<p><i>Annual goals have not been established for all three years of the grant. Insufficient information is provided to demonstrate that SIG funds will aggressively move students from below proficient into proficient or advanced levels.</i></p>

**Appendix E—PA SIG Rubric for FY10**

**Section D: Selection & Implementation of Model (Only Applicable if Implementing a Model)**

Section Flag

Section Score \_\_\_

The school must demonstrate that the process used to identify the reform model was based on data, needs and other appropriate demographics. Rate the school’s description of the process used to select the model in the rubric below.

*Sections highlighted below represent the minimum required score for each criterion. Funds will not be awarded until all criteria receive at least the minimum score.*

<b>Selection of Model or Solutions</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>The model selected best meets the prioritized needs of the school.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA application provides clear connections between the identified needs and the reform model selected. The reform model is clearly the best match to the identified needs.</i></p>	<p><i>The LEA application provides limited connections between the identified needs and the reform model selected. The reform model MAY be the best match, but one of the other reform models may a better choice.</i></p>	<p><i>The LEA application does not clearly articulate the connection between the needs identified and the reform model selected. The LEA must demonstrate a better understanding of the needs of the school and the requirements of the reform model.</i></p>

**Appendix E—PA SIG Rubric for FY10**

**Section E: Description of Reform Plan (Only Applicable if Implementing a Model)**

Section Flag

Section Score     

The school must be able to describe the reform plan it will implement with sufficient detail and support. The reviewer must review the goals, actions and evaluations and determine the quality of the plans for each.

*Sections highlighted below represent the minimum required score for each criterion.*

*Funds will not be awarded until all criteria receive at least the minimum score.*

<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E1.</b> Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2008-09 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.)</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides clear and specific information regarding the recruitment and selection of a new principal for the school.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and will not be replaced.</i></p>	<p><i>The LEA provides limited documentation to show the LEA's plan for recruiting and hiring a new principal for the school. It is unclear if the process can or will be carried out by the beginning of the 2010-11 school year.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides limited evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and therefore cannot support their decision to retain the current principal.</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to recruit and hire a new principal or the criteria to be used. Little or no evidence of the reasons for the retention of the current principal provided.</i></p>
<p><b>E1 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

**Appendix E—PA SIG Rubric for FY10**

<p>E2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>Are designed and developed with teacher and principal involvement.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA presents a plan outlining the specific steps to be taken to monitor teacher effectiveness and the evaluation tools to be used. The plan provides for support to new and struggling teachers and/or incentives for effective teachers. The plan provides details on consequences for teachers failing to meet evaluation expectations.</i></p>	<p><i>The LEA describes a plan to monitor teacher effectiveness, but key details are missing from the plan. More specific information regarding evaluation tools to be used, how often, by whom, etc. is needed. Plans for support of new and/or struggling teachers and consequences for teachers failing to meet expectations lack necessary details.</i></p>	<p><i>The LEA provides little or no evidence of its plan to monitor teacher effectiveness, support new and/or struggling teachers and implement consequences for teachers failing to meet expectations.</i></p>
<p><b>E2 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides clear, specific information regarding the identification and reward system developed for school leaders, teachers and staff. The description includes specific information regarding expectations for student achievement and high school graduation rates and rewards and consequences for employees based on this data.</i></p>	<p><i>The LEA provides a brief summary regarding the identification and reward system developed for school leaders, teachers and staff. The description includes general information regarding expectations for student achievement and high school graduation rates and rewards and consequences for employees based on this data.</i></p>	<p><i>The LEA provides little or no evidence of a plan for rewarding teachers and school leaders based on student achievement and high school graduation rates or consequences for same data.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E3 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E4.</b> Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school describes the professional development plan with great detail. The plan clearly shows the link between professional development opportunities and the needs identified. Topics for professional development activities are covered more than once during the year and sessions build off of previously covered material. Professional development activities are job-embedded when possible.</i></p>	<p><i>The school describes the professional development plan to be implemented, but does not provide sufficient detail on topics covered, number of sessions, participants, etc. Not all professional development activities described directly relate to identified needs. The activities are once-and-done and not covered in an on-going manner.</i></p>	<p><i>The school provides little or no evidence of a professional development plan for the school. Professional development activities are not coordinated, do not address needs identified and are not of sufficient size and scope to effect real, lasting change in educational practice.</i></p>
<p><b>E4 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E5.</b> Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has provided clear and specific information regarding incentive programs, recruitment efforts, programs to support and maintain effective staff and steps to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided limited information on new and innovative efforts to incentivize success, recruit and retain effective staff of actions to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided little or no evidence that any plans have been developed to provide financial incentives, recruit and retain effective staff or handle staff not meeting expectations.</i></p>
<p><b>E5 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E6.</b> Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school’s plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies; the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.</i></p>	<p><i>The school’s plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.</i></p>	<p><i>There is little or no evidence of a comprehensive, standards-aligned-system within the school’s reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E6 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E7.</b> Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has described an extensive assessment plan that includes the use of all four of the assessments. The use of each assessment is appropriate and is administered an appropriate number of times to yield useful, informative data for teachers and leaders. Assessment results will be shared with all appropriate staff in a timely fashion and in a format that is helpful. Teachers will have ample time to review and analyze data and make necessary changes to instruction.</i></p>	<p><i>The school has described an assessment plan that includes some of the four assessments. The assessments to be used may be appropriate to measure the success of students and programs. Important details are missing from the plan (times per year assessment is to be administered, analysis to occur, process for sharing data, etc.) to ensure that student progress is being accurately measured and results shared.</i></p>	<p><i>The school provides little or no evidence of a comprehensive assessment plan to administer benchmark, formative, diagnostic and summative assessments. There is insufficient evidence to determine if student progress will be measured appropriately and that results will be shared with staff.</i></p>
<p><b>E7 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>E8. Establish schedules and strategies that provide increased learning time.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school provides clear and descriptive information regarding the number of minutes of instruction to be added during the school year, the programs to be offered, the students included, and the manner in which the school day/year will be extended.</i></p>	<p><i>The school provides general information about plans to extend learning time for students. No specific information is provided regarding the actual number minutes to be added during the school year or the students to be involved.</i></p>	<p><i>The school provides little or no evidence of its plans to extend learning time for students in the school.</i></p>
<p>E8 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E9. Provide ongoing mechanisms for family and community engagement.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school provides detailed information regarding the parent, family and community engagement activities to be conducted in both the pre-implementation period and the three-year period beginning in 2011-12. Information includes multiple opportunities for involvement, evidence of the use of family and community feedback to shape reform efforts and a plan for continuous communication between the school and families/community.</i></p>	<p><i>The school provides some detailed information regarding the parent and community engagement activities to be conducted. Activities may not take place throughout the pre-implementation phase and implementation phases of the plan and may be of a limited number to have maximum impact. More specific information is needed to support communication between the school and families/community.</i></p>	<p><i>The school provides little or no evidence of effective plans to communicate the reform effort to parents, families or the community.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
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<p><b>E9 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E10.</b> Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides a detailed description of the changes to be made that will allow operational flexibility at the school level. The application specifically indicates the changes in practice and procedures to allow this flexibility to take place.</i></p>	<p><i>The LEA provides a general summary of the changes that could take place to allow for more operational flexibility at the school level, but details are lacking that demonstrate how that will occur and when.</i></p>	<p><i>The LEA provides little or no information to show that the school will be given any operational flexibility to implement the reform model chosen.</i></p>
<p><b>E10 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Transformation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E11.</b> Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA’s application clearly outlines the different levels of technical assistance to be provided by the LEA, the SEA and external partners in support of the intervention model.</i></p>	<p><i>The LEA’s application provides generally information about assistance to be provided to the school during the implementation of the model. However, specific information around the types of technical assistance to be offered and from whom are missing.</i></p>	<p><i>The LEA provides little or no evidence of a plan to provide technical assistance and related support to the school as it implements the intervention model.</i></p>
<p><b>E11 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E1.</b>                      Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2008-09 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.)</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides clear and specific information regarding the recruitment and selection of a new principal for the school.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and will not be replaced.</i></p>	<p><i>The LEA provides limited documentation to show the LEA's plan for recruiting and hiring a new principal for the school. It is unclear if the process can or will be carried out by the beginning of the 2010-11 school year.</i></p> <p style="text-align: center;"><i>OR</i></p> <p><i>The LEA provides limited evidence that the current principal was hired within the last two years (2008-09, 2009-10, 2010-11) as part of a school reform initiative and therefore cannot support their decision to retain the current principal.</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to recruit and hire a new principal or the criteria to be used. Little or no evidence of the reasons for the retention of the current principal provided.</i></p>
<p><b>E1 Action Plan</b>                      An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
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<p><b>E2.</b> Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: Screen all existing staff and rehire no more than 50 percent; and Select new staff;</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA clearly defines the process and criteria to be used to identify the staff within the school that will be retained. A clear, executable plan has been established to recruit, hire and support new highly qualified staff in the school. Staffing changes will be completed for the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides some details on the process to be used to identify staff to be retained and the criteria to be used, but some important issues have not been addressed. Plans for recruiting, hiring and supporting new staff are vague and lack details necessary to determine its appropriateness. Staffing changes cannot be completed by the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence that a plan of action exists to identify staff to be retained or the criteria to be used. No details are provided regarding the plans to recruit, hire and support new teachers in the 2010-11 school year.</i></p>
<p><b>E2 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E3.</b> Provide appropriate social-emotional and community-oriented services and supports for students.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides a specific plan and/or details regarding the health and social services to be provided to students. Based on the data provided within the needs assessment, the health and social services to be provided meet the needs of students and parents.</i></p>	<p><i>The LEA provides limited information and/or details regarding health and social services to be provided to students. Based on the data provided within the needs assessment, not all of the services are aligned and some services should be added/deleted.</i></p>	<p><i>There is little or not evidence that necessary health and social services will be offered to students. Needs were identified within the needs assessment, but these needs are not being addressed within the plan.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E3 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E4.</b> Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has provided clear and specific information regarding incentive programs, recruitment efforts, programs to support and maintain effective staff and steps to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided limited information on new and innovative efforts to incentivize success, recruit and retain effective staff of actions to be taken with staff not meeting expectations.</i></p>	<p><i>The LEA has provided little or no evidence that any plans have been developed to provide financial incentives, recruit and retain effective staff or handle staff not meeting expectations.</i></p>
<p><b>E4 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix E—PA SIG Rubric for FY10

<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E5.</b> Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides details, timelines and goals for the establishment of necessary structures and reporting systems and the manner in which all will be monitored. The steps to be taken will provide for the effective implementation of the school reform effort and ample opportunities for adjustments to be made based on reporting data.</i></p>	<p><i>The LEA’s description of the new governance structure to be established lacks necessary details and specificity. Reporting systems are limited and by themselves will not provide sufficient accountability staff and LEA leadership. Insufficient time/opportunities available within the plan for review of data and adjustments to plan.</i></p>	<p><i>The LEA provides little or no evidence of the implementation of a new governance structure as part of the reform model. Accountability plans are limited or non-existent within the LEA’s application.</i></p>
<p><b>E5 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E6.</b> Establish schedules and strategies that provide increased learning time.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school provides clear and descriptive information regarding the number of minutes of instruction to be added during the school year, the programs to be offered, the students included, and the manner in which the school day/year will be extended.</i></p>	<p><i>The school provides general information about plans to extend learning time for students. No specific information is provided regarding the actual number minutes to be added during the school year or the students to be involved.</i></p>	<p><i>The school provides little or no evidence of its plans to extend learning time for students in the school.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E6 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E7.</b> Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has described an extensive assessment plan that includes the use of all four of the assessments. The use of each assessment is appropriate and is administered an appropriate number of times to yield useful, informative data for teachers and leaders. Assessment results will be shared with all appropriate staff in a timely fashion and in a format that is helpful. Teachers will have ample time to review and analyze data and make necessary changes to instruction.</i></p>	<p><i>The school has described an assessment plan that includes some of the four assessments. The assessments to be used may be appropriate to measure the success of students and programs. Important details are missing from the plan (times per year assessment is to be administered, analysis to occur, process for sharing data, etc.) to ensure that student progress is being accurately measured and results shared.</i></p>	<p><i>The school provides little or no evidence of a comprehensive assessment plan to administer benchmark, formative, diagnostic and summative assessments. There is insufficient evidence to determine if student progress will be measured appropriately and that results will be shared with staff.</i></p>
<p><b>E7 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix E—PA SIG Rubric for FY10

<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E8.</b> Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school’s plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies; the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.</i></p>	<p><i>The school’s plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.</i></p>	<p><i>There is little or no evidence of a comprehensive, standards-aligned-system within the school’s reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.</i></p>
<p><b>E8 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E9.</b> Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA’s application clearly outlines the different levels of technical assistance to be provided by the LEA, the SEA and external partners in support of the intervention model.</i></p>	<p><i>The LEA’s application provides generally information about assistance to be provided to the school during the implementation of the model. However, specific information around the types of technical assistance to be offered and from whom are missing.</i></p>	<p><i>The LEA provides little or no evidence of a plan to provide technical assistance and related support to the school as it implements the intervention model.</i></p>

**Appendix E—PA SIG Rubric for FY10**

<b>Description of Reform Plan (Quality of Plan)—Turnaround</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E9 Action Plan</b>                      An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix E—PA SIG Rubric for FY10

<b>Description of Reform Plan (Quality of Plan)—Restart</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E1.</b> The LEA implemented a review process for choosing the Charter Management Organization (CMO) or Educational Management Organization (EMO).</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA clearly describes the process used to select the CMO/EMO. The process required CMOs/EMOs to demonstrate program quality, effectiveness in “like” settings and experience dealing with the identified needs of the school.</i></p>	<p><i>The LEA provides a general description of the process used to select the CMO/EMO. Insufficient details provided regarding the manner in which CMOs/EMOs were prioritized—effectiveness, quality, experience.</i></p>	<p><i>The LEA provides little or no evidence of the explicit process used to prioritize and select a CMO/EMO.</i></p>
<p><b>E1 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E2.</b> The LEA identifies the EMO/CMO selected or the pool of potential providers.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA identified the EMO/CMO selected or the pool of potential EMOs/CMOs.</i></p>		<p><i>The LEA did not provide the identity of the CMO/EMO selected or the pool of potential EMOs/CMOs.</i></p>
<p><b>E2 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

Appendix E—PA SIG Rubric for FY10

<b>Description of Reform Plan (Quality of Plan)—Restart</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E3.</b> The school to be “restarted” has retained its original grade configuration or has a plan for those students to be moved.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has maintained the grade configuration of the school and all students formerly attending the school will be permitted to attend the “restarted” school in 2010-11.</i></p> <p><i>OR</i></p> <p><i>The LEA plans to change the grade configuration of the “restarted” school and provides a description of the new grade configuration and the reasons for the change. A plan to accommodate and move students to new buildings is described in detail.</i></p>		<p><i>The LEA is not maintaining the grade configuration of the school and cannot support the decision to do so. The LEA does not address the plan for moving students to new buildings in the 2010-11 school year.</i></p>
<p><b>E3 Action Plan</b> An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p><b>E4.</b> The LEA/school has an implementation plan to ensure a smooth “restart” for the 2011-12 school year.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA describes in detail, the plan for implementing the restart model in the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides a general plan for the implementation of the restart model. A timeline is included, but does not include activities prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence of a detailed, specific plan and timeline for implementing the restart model in the 2010-11 school year.</i></p>

**Appendix E—PA SIG Rubric for FY10**

<b>Description of Reform Plan (Quality of Plan)—Restart</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p><b>E4 Action Plan</b>                      An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

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<b>Description of Reform Plan (Quality of Plan)—Closure</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>E1. The LEA has a plan to enroll students in new, higher-performing schools or LEAs.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA provides a detailed plan to enroll students into new schools or other neighboring LEAs. The plan specifically identifies the tasks to be done and the timeline for doing them. Students will be aware of their new placements prior to the start of the 2010-11 school year.</i></p>		<p><i>The LEA does not provide a detailed plan that outlines where students will be attending, the timeline for notification and the goal of having students placed in the 2010-11 school year.</i></p>
<p>E1 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>
<p>E2. The LEA/School has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2011-12 school year.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA describes in detail, the plan for closing the school before the 2010-11 school year. The plan includes a precise timeline for activities and includes activities to take place prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides a general plan for the closure of the school. A timeline is included, but does not include activities prior to the start of the 2010-11 school year.</i></p>	<p><i>The LEA provides little or no evidence of a detailed, specific school closure plan and timeline for 2010-11 school year.</i></p>
<p>E2 Action Plan An effective action plan must be developed to ensure progress toward the goal of this criterion.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided a measurable goal for this criterion, specific actions to be taken to meet the goal, a method of evaluation of the goal and estimated costs of the plan for the three years of the grant.</i></p>	<p><i>The school has provided a goal for this criterion. The goal could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plan.</i></p>	<p><i>The school has provided little or no evidence of an action plan that includes all of the required components.</i></p>

**Appendix E—PA SIG Rubric for FY10**

Based on the review of the reform plan and the details on goals, actions and evaluation methods, rate the school’s ability to effectively evaluate, manage, maintain and change the plan to meet the needs of students and teachers.

*Sections highlighted below represent the minimum required score for each criterion.  
Funds will not be awarded until all criteria receive at least the minimum score.*

<b>Ongoing Evaluation</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>Multiple evaluation measures have been selected to measure effectiveness throughout the implementation of the reform effort.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has clearly identified the multiple evaluation measures to be used, the timeline for their administration, the person(s) responsible and the specific uses of the data to be gathered. Evaluation measures will be administered at least 3 times per school year.</i></p>	<p><i>The LEA has provided general information regarding the evaluation measures to be used, but does not provide specific information regarding the administration of the measure or the way in which data will be used. Evaluation measures are not administered at least 3 times per school year.</i></p>	<p><i>There is little or no evidence that specific, multiple evaluation measures have been selected or will be used consistently throughout the implementation of the reform effort. Evaluation measures are not administered consistently throughout the school year.</i></p>
<p>Benchmarks for evaluation measures have been set at specific times throughout the school year.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has established benchmarks for all identified evaluation measures and time periods. Processes have been developed to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i></p>	<p><i>The LEA has established benchmarks for some/all evaluation measure and time periods. More specific information is necessary to ensure that processes are in place to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i></p>	<p><i>The LEA has not established the necessary benchmarks to allow for progress to be monitored.</i></p>
<p>An ongoing review process is established to ensure timely review of data and plan alterations as necessary.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has described its plan for setting aside sufficient time throughout the year for progress monitoring. The plan provides timely feedback to classroom teachers and timely alterations to school-level plans if necessary based on data.</i></p>	<p><i>The LEA provides general information regarding progress monitoring. More specific information is needed regarding designated time for data review, the timeline for feedback to teachers and the process for plan alterations based on data.</i></p>	<p><i>The LEA provides little or no evidence to support the development of a clearly defined process for reviewing data from ongoing evaluations, providing necessary feedback to classroom teachers and making alternations to plans.</i></p>

**Appendix E—PA SIG Rubric for FY10**

**Section E-I: Planned Use of Funds (Only Applicable if NOT Implementing a Model)**

Section Flag

Section Score     

The school must be able to describe the activities to be supported with SIG funding with sufficient detail and support. The reviewer must review the goals, actions and evaluations and determine the quality of the plans for each.

*Sections highlighted below represent the minimum required score for each criterion.*

*Funds will not be awarded until all criteria receive at least the minimum score.*

<b>Planned Use of Funds</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>Multiple evaluation measures have been selected to measure effectiveness throughout the implementation of the activities/initiatives.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has clearly identified the multiple evaluation measures to be used, the timeline for their administration, the person(s) responsible and the specific uses of the data to be gathered. Evaluation measures will be administered at least 3 times per school year.</i></p>	<p><i>The LEA has provided general information regarding the evaluation measures to be used, but does not provide specific information regarding the administration of the measure or the way in which data will be used. Evaluation measures are not administered at least 3 times per school year.</i></p>	<p><i>There is little or no evidence that specific, multiple evaluation measures have been selected or will be used consistently throughout the implementation of the reform effort. Evaluation measures are not administered consistently throughout the school year.</i></p>
<p>Benchmarks for evaluation measures have been set at specific times throughout the school year.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has established benchmarks for all identified evaluation measures and time periods. Processes have been developed to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i></p>	<p><i>The LEA has established benchmarks for some/all evaluation measure and time periods. More specific information is necessary to ensure that processes are in place to ensure fidelity to the evaluation timeline and the review of data to monitor progress.</i></p>	<p><i>The LEA has not established the necessary benchmarks to allow for progress to be monitored.</i></p>
<p>An ongoing review process is established to ensure timely review of data and plan alterations as necessary.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has described its plan for setting aside sufficient time throughout the year for progress monitoring. The plan provides timely feedback to classroom teachers and timely alterations to school-level plans if necessary based on data.</i></p>	<p><i>The LEA provides general information regarding progress monitoring. More specific information is needed regarding designated time for data review, the timeline for feedback to teachers and the process for plan alterations based on data.</i></p>	<p><i>The LEA provides little or no evidence to support the development of a clearly defined process for reviewing data from ongoing evaluations, providing necessary feedback to classroom teachers and making alternations to plans.</i></p>

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<b>Planned Use of Funds</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>Effective action plans must be developed to ensure progress toward the goals of this SIG application.</p> <p>Score Awarded _____</p>	<p><i>The school has provided measurable goals for the activities planned, specific actions to be taken to meet the goals, a method of evaluation of the goals and estimated costs of the plans for the three years of the grant.</i></p>	<p><i>The school has provided goals for this criterion. The goals could be difficult to measure. Some information provided on specific actions to be taken, method of evaluation, and estimated costs but more specifics are necessary to accurately assess the feasibility of the action plans.</i></p>	<p><i>The school has provided little or no evidence of action plans that includes all of the required components.</i></p>
<p>Appropriate, ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p>Score Awarded _____</p>	<p><i>The school describes the professional development plan with great detail. The plan clearly shows the link between professional development opportunities and the needs identified. Topics for professional development activities are covered more than once during the year and sessions build off of previously covered material. Professional development activities are job-embedded when possible.</i></p>	<p><i>The school describes the professional development plan to be implemented, but does not provide sufficient detail on topics covered, number of sessions, participants, etc. Not all professional development activities described directly relate to identified needs. The activities are once-and-done and not covered in an on-going manner.</i></p>	<p><i>The school provides little or no evidence of a professional development plan for the school. Professional development activities are not coordinated, do not address needs identified and are not of sufficient size and scope to effect real, lasting change in educational practice.</i></p>
<p>The instructional strategies and programs to be implemented are research-based and proven to be effective in meeting the needs of the school as well as aligned with State academic standards.</p>	<p><i>The school’s plan clearly describes a student-centered instructional system with curriculum that is aligned to standards; assessments that measure student progress and performance and provide timely meaningful feedback; the use of effective instructional strategies;</i></p>	<p><i>The school’s plan describes the instructional system within the school, but not all of the key components of a standards-aligned-system are included. Insufficient details are provided to clearly support the importance of a standards-aligned-system within the school.</i></p>	<p><i>There is little or no evidence of a comprehensive, standards-aligned-system within the school’s reform plan. Curriculum, standards, instruction, materials and resources, interventions and assessments are not aligned.</i></p>

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	<i>the availability of necessary materials and resources to support instruction; and interventions for students struggling to meet standards.</i>		
<b>Score Awarded</b> _____			

**Section F: Selection Process Outside Experts**

Section Flag

Section Score \_\_\_\_\_

Not all schools and LEAs have the expertise needed to carry out all aspects of the proposed reform plan. The selection of outside experts to assist in carrying out the reform plan and to help to inform the process is an important factor. Rate the school’s process to be used to select and hire outside experts. If no outside experts/providers are to be hired as part of the reform plan, circle the statement “If no outside experts utilized: No review necessary—automatic 3 pts.” and award three points for each criterion.

<b>Outside Experts/Providers</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>A process for the solicitation, review and selection of outside experts/providers is established and utilized.</p> <p><b>If no outside experts utilized: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has clearly articulated the plan for soliciting and selecting the outside experts needed to implement the necessary reforms. The process requires applicants to provide evidence of education, prior work experience that directly relates to the area of expertise needed and data to show success in that same area.</i></p>	<p><i>The school has developed a process and plan for hiring outside experts necessary for the implementation of the reforms. The process lacks some details and does not require applicants to provide information that would clearly show expertise in the area needed.</i></p>	<p><i>There is little or no evidence of any concrete plan for the solicitation/selection of outside experts/providers. It is not clear what criteria, if any, will be used to find and hire experts that are included in the reform plan.</i></p>
<p>The outside experts/providers to be hired are proficient in areas where additional expertise is needed.</p> <p><b>If no outside experts utilized: No review necessary— automatic 3 pts.</b></p> <p><b>Score Awarded</b> _____</p>	<p><i>The school has provided specific information regarding the relationship between the identified needs of the school and the area of expertise being sought from the outside. The experts/providers have been described within the reform plan and are integral members of the reform initiative.</i></p>	<p><i>The school has provided general information about the relationship between the identified need of the school and the area of expertise being sought from the outside. There is limited evidence to support the outside expert(s) role in the reform initiative.</i></p>	<p><i>There is little or no evidence of the relationship between the identified need of the school and the area of expertise being sought from the outside. It is unclear what the role of the outside experts/providers is.</i></p>

**Appendix E—PA SIG Rubric for FY10**

**Section G: LEA and School Capacity (Part 2 Only)**

Section Flag

Section Score     

Rate both the LEA and the school’s response to the second capacity requirement (Part 2 of Section G of LEA Application) based on the considerations provided below.

<b>Capacity to Serve Tier I &amp; II Schools</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>The LEA/school has sufficient <b>human capacity</b> to implement the reform(s) selected.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has clearly demonstrated it has the needed human capacity to carry out the reform(s) selected in all schools identified. The application describes the staff expertise currently available. The process for recruitment and identification of outside experts is described and is appropriate based on the needs of the school and the position responsibilities; an appropriate number of administrative staff available to lead the reforms; and a plan to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects and address equity among highly effective teachers.</i></p>	<p><i>The LEA addresses some of the key human capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient human capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary human capacity to implement the selected reform(s).</i></p>
<p>The LEA/school has sufficient <b>organizational capacity</b> to implement the reform(s) selected.</p>	<p><i>The LEA has clearly demonstrated it has the needed organizational capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for collaboration and communication with staff, community, unions and the school board; the LEA/school’s commitment to creating, modifying or eliminating processes and</i></p>	<p><i>The LEA addresses some of the key organizational capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient organizational capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary organizational capacity to implement the selected reform(s).</i></p>

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<p><b>Score Awarded</b> _____</p>	<p><i>procedures as necessary to effectively implement reforms; and the planned approach to presentation and communication of school reform goals and vision.</i></p>		
<p>The LEA/school has sufficient <b>structural capacity</b> to implement the reform(s) selected.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has clearly demonstrated it has the needed structural capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for standards-based curriculum, fair assessments, professional development, hiring policies and building/space limitations.</i></p>	<p><i>The LEA addresses some of the key structural capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary structural capacity to implement the selected reform(s).</i></p>
<p>The LEA/school has sufficient <b>material capacity</b> to implement the reform(s) selected.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The LEA has clearly demonstrated it has the needed material capacity to carry out the reform(s) selected in all schools identified. The application describes the current or planned processes for aligning all school resources to the reform(s), attaining the necessary instructional materials and resources, ensuring sufficient time is made available and necessary additional funding is received.</i></p>	<p><i>The LEA addresses some of the key material capacity issues within its application, but not all. Key areas need to be addressed in order to determine if sufficient structural capacity exists within the LEA to implement the selected reform(s) in ALL of the schools identified.</i></p>	<p><i>There is little or no evidence that the LEA has the necessary material capacity to implement the selected reform(s).</i></p>

**Section H: Budget Information & Narrative**

Section Flag

Section Score     

<b>Budget Information &amp; Narrative</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>Amounts budgeted by required reform activity in Section E are broken down by year and specific categories.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school’s budget breakdown is appropriate for the pre-implementation and implementation of the reform model selected. Yearly amounts are not excessive and the use of money by category is appropriate for achieving the goals outlined within Section E.</i></p>	<p><i>The school’s budget breakdown is provided by year and by funding category. Yearly amounts are questionable and may be too high or too excessive in some cases. The categories selected for budgeting funds are not consistent with the goals outlined in Section E.</i></p>	<p><i>The school’s budget breakdown is not broken down by year or funding category as required and costs are not appropriate for the goals outlined in Section E.</i></p>
<p>The LEA-level administrative expenses and costs for LEA-provided school support are identified.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school’s breakout of LEA-level administrative expenses is appropriate and aligned with the model requirements, goals, and activities outlined within Section E. Sufficient, but not excessive, amounts are budgeted and are necessary to provide the services described within the reform plan.</i></p>	<p><i>The school’s breakout of LEA-level administrative expenses is provided and expenses provided are aligned with the model requirements, goals, and activities outlined within Section E. Amounts budgeted are too excessive or insufficient to provide the level of support described within the reform plan.</i></p>	<p><i>The school’s breakout of expenses does not include LEA-level administrative expenses. The reform plan requires some level of LEA support or administrative expense for the LEA and is not reflected within the budget breakout.</i></p>
<p>The school provides a description of each budgeted item.</p> <p><b>Score Awarded</b> _____</p>	<p><i>The school’s descriptions of budgeted items are appropriate and aligned with the reform model requirements, goals and activities outlined within Section E.</i></p>	<p><i>Some of the school’s descriptions of budgeted items lack detail. More details are required for some budgeted items to ensure that they are appropriate and aligned with the reform model requirements, goals and activities outlined within Section E.</i></p>	<p><i>All or most of the school’s descriptions of budgeted items lack detail. More details are required for all budgeted items to ensure that they are appropriate and aligned with the reform model requirements, goals and activities outlined within Section E.</i></p>

Appendix E—PA SIG Rubric for FY10

<b>Budget Information &amp; Narrative</b>			
<b>Criteria</b>	<b>3—Sufficient Evidence</b>	<b>2—Limited Evidence</b>	<b>1—Little or No Evidence</b>
<p>The amount of funds budgeted for pre-implementation costs are appropriate and the expenditures are allowable.</p> <p><b>If no pre-implementation costs budgeted:</b></p> <p><b>No review necessary—automatic 3 pts.</b></p> <p><b>Score Awarded _____</b></p>	<p><i>The school’s budget for pre-implementation costs is an amount commensurate with the activities to be carried out as part of the reform and the total amount of money requested for such activities is appropriate and will not negatively impact Years 1, 2 and 3 of the reform. Activities to take place prior to the 11-12 school year are aligned with the reform plan and are necessary to prepare for implementation at the beginning of the 11-12 school year. Expenditures are allowable as specified within FY10 SIG guidance.</i></p>		<p><i>The school’s budget for pre-implementation costs is not completely aligned to the activities to be carried out as part of the reform. A clear connection cannot be made between all the activities budgeted and the description of the reform plan within the narrative of the application. All activities are not necessary for pre-implementation and could occur in Year 1, 2 or 3 without a negative impact on implementation at the beginning of the 11-12 school year. Expenditures are not all allowable as specified within FY10 SIG guidance.</i></p>
<p>The school provides sustainability plans for each budgeted item.</p> <p><b>Score Awarded _____</b></p>	<p><i>The school has provided a specific plan for sustaining all budgeted item or an explanation as to why the cost will not continue beyond Year 3 of the grant.</i></p>	<p><i>The school has provided a specific plan for sustaining most of the budgeted items or explanations as to why the costs will not continue beyond Year 3 of the grant. Some items require sustainability plans or more specific sustainability plans.</i></p>	<p><i>The school has not provided specific plans for sustaining the majority of the budgeted items or explanations as to why the costs will not continue beyond Year 3 of the grant. Many items will not be sustainable without funding from another source.</i></p>

**Appendix A--Schools Eligible for FY10 SIG Funds**

<u>District NCES</u>	<u>District Name</u>	<u>School NCES</u>	<u>School Name</u>	<u>Tier I</u>	<u>Tier II</u>	<u>Tier III</u>	<u>Grad Rate</u>	<u>Newly Eligible</u>
4200133	ACADEMY CHARTER SCHOOL	420013300866	ACADEMY CHARTER SCHOOL			X		
4200128	Achievement House CS	420012800843	Achievement House CS	X			X	
4200140	Agora Cyber CS	420014000896	Agora Cyber CS		X			X
4202100	Albert Gallatin Area SD	420210006001	Albert Gallatin Area SHS		X			
4202280	ALLENTOWN CITY SD	420228002779	MOSSER EL SCH			X		
4202280	ALLENTOWN CITY SD	420228006448	SHERIDAN EL SCH			X		
4202280	Allentown City SD	420228002793	South Mountain MS		X			X
4202280	ALLENTOWN CITY SD	420228002785	UNION TERRACE EL SCH			X		
4202340	ALTOONA AREA SD	420234000930	JUNIATA GAP EL SCH			X		
4202340	ALTOONA AREA SD	420234000933	LOGAN EL SCH			X		
4202340	ALTOONA AREA SD	420234000909	PENN-LINCOLN EL SCH			X		
4202340	ALTOONA AREA SD	420234006708	WASHINGTON-JEFFERSON			X		
4202340	ALTOONA AREA SD	420234005302	WRIGHT EL SCH			X		
4202550	APOLLO-RIDGE SD	420255000779	APOLLO RIDGE EL			X		
4200053	ARCH AND DESIGN CHS	420005300493	ARCH AND DESIGN CHS			X		
4202970	BALDWIN-WHITEHALL SD	420297000048	WHITEHALL EL SCH			X		
4203000	BANGOR AREA SD	420300003434	BANGOR AREA HS			X		
4203000	BANGOR AREA SD	420300005257	BANGOR AREA MS			X		
4203000	BANGOR AREA SD	420300010001	DeFranco El Sch			X		
4203210	BELLE VERNON AREA SD	420321004328	MARION EL SCH			X		
4203330	BENSALEM TOWNSHIP SD	420333004675	Benjamin Rush El Sch			X		
4203330	BENSALEM TOWNSHIP SD	420333001008	Samuel K Faust El Sch			X		
4203570	Bethlehem Area SD	420357003464	Broughal MS		X			X
4203570	BETHLEHEM AREA SD	420357006722	DONEGAN EL SCH			X		
4203570	BETHLEHEM AREA SD	420357006723	FOUNTAIN HILL EL SCH			X		
4203630	Big Beaver Falls Area SD	420363000649	Beaver Falls Area SHS		X			
4200045	Career Connections CHS	420004500411	Career Connections CHS		X			X
4205550	CHAMBERSBURG AREA SD	420555006615	CHAMBERSBURG AREA MS			X		
4205550	CHAMBERSBURG AREA SD	420555002191	CHAMBERSBURG AREA SHS			X		
4205550	CHAMBERSBURG AREA SD	420555002190	FAUST JHS			X		
4205860	CHESTER-UPLAND SD	420586006897	CHESTER HS - CROZIER ALLIED HEALTH CAMPU			X		
4205860	CHESTER-UPLAND SD	420586006492	Chester HS - Main Campus	X				
4205860	CHESTER-UPLAND SD	420586006908	CHESTER HS - SCIENCE AND DISCOVERY CAMPU			X		
4205860	Chester-Upland SD	420586006491	Columbus El Sch	X				X
4205860	Chester-Upland SD	420586001958	Main Street Sch		X			X
4205860	Chester-Upland SD	420586006879	The Village at Chester Upland		X			X
4205910	CHICHESTER SD	420591009943	CHICHESTER MS			X		
4200094	CITY CHS	420009400663	CITY CHS			X		
4206240	COATESVILLE AREA SD	420624005012	COATESVILLE AREA SHS			X		
4206240	COATESVILLE AREA SD	420624000728	SCOTT MS			X		
4206360	COLUMBIA BOROUGH SD	420636002515	COLUMBIA JSHS			X		

**Appendix A--Schools Eligible for FY10 SIG Funds**

<u>District NCES</u>	<u>District Name</u>	<u>School NCES</u>	<u>School Name</u>	<u>Tier I</u>	<u>Tier II</u>	<u>Tier III</u>	<u>Grad Rate</u>	<u>Newly Eligible</u>
4206360	COLUMBIA BOROUGH SD	420636006998	PARK EL SCH			X		
4200119	COMMONWEALTH CONNECTIONS	420011900756	COMMONWEALTH CONNECTIONS ACAD CS			X		
4200013	Community Academy of Philadelphia CS	420001300318	Community Academy of Philadelphia CS		X			X
4206660	CONNELLSVILLE AREA SD	420666005228	CONNELLSVILLE AREA SHS			X		
4206660	CONNELLSVILLE AREA SD	420666002105	CONNELLSVILLE JHS EAST			X		
4206660	CONNELLSVILLE AREA SD	420666002113	CONNELLSVILLE JHS WEST			X		
4206660	CONNELLSVILLE AREA SD	420666005048	DUNBAR TWP EL SCH			X		
4206660	CONNELLSVILLE AREA SD	420666002172	SPRINGFIELD EL SCH			X		
4206660	CONNELLSVILLE AREA SD	420666004939	ZACHARIAH CONNELL EL			X		
4206860	Corry Area SD	420686001998	Corry Area HS		X			
4207080	CRAWFORD CENTRAL SD	420708001645	EAST END EL SCH			X		
4207080	Crawford Central SD	420708001654	Meadville Area SHS		X			
4200048	CRISPUS ATTUCKS YOUTHBUILD	420004800453	CRISPUS ATTUCKS YOUTHBUILD CS			X		
4200100	CTR STUDENT LEARNING CS - PENNSBURG	420010000662	CTR STUDENT LEARNING CS - PENNSBURG			X		
4208550	EAST PENN SD	420855002799	ALBURTIS EL SCH			X		
4208670	EAST STROUDSBURG AREA SD	420867000373	BUSHKILL EL SCH			X		
4208670	EAST STROUDSBURG AREA SD	420867000130	RESICA EL SCH			X		
4209300	Erie City SD	420930000871	AEP/Transition Sch		X			X
4209300	Erie City SD	420930002026	East SHS		X			
4209300	Erie City SD	420930002027	Strong Vincent HS		X			
4200076	Esperanza Academy Charter High School	420007600552	Esperanza Academy Charter High School		X			X
4209690	FARRELL AREA SD	420969007143	FARRELL AREA ES/LMS			X		
4209690	FARRELL AREA SD	420969005248	FARRELL AREA HS/UMS			X		
4209940	FOREST HILLS SD	420994001191	FOREST HILLS HS			X		
4210860	GOVERNOR MIFFLIN SD	421086000802	GOVERNOR MIFFLIN SHS			X		
4210950	GREATER JOHNSTOWN SD	421095007120	EAST SIDE EL SCH			X		
4210950	Greater Johnstown SD	421095001252	Greater Johnstown MS		X			
4216290	GREATER NANTICOKE AREA SD	421629000469	GREATER NANTICOKE AREA ED CTR			X		
4200062	Hardy Williams Academy CS	420006200504	Renaissance Advantage CS		X			X
4211580	Harrisburg City SD	421158001764	Benjamin Franklin Sch	X				X
4211580	Harrisburg City SD	421158001769	Camp Curtin Sch	X				X
4211580	Harrisburg City SD	421158001766	Foose Sch	X				X
4211580	HARRISBURG CITY SD	421158001757	HAMILTON SCH	X				
4211580	Harrisburg City SD	421158006333	Harrisburg HS		X			X
4211580	Harrisburg City SD	421158001758	Lincoln Sch	X				X
4211580	HARRISBURG CITY SD	421158001759	MARSHALL SCH			X		
4211580	Harrisburg City SD	421158001767	Melrose Sch	X				X
4211580	Harrisburg City SD	421158000456	Rowland Sch	X				X
4211580	Harrisburg City SD	421158000557	Scott Sch Early Childhood Ctr	X				X

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4211580	Harrisburg City SD	421158006110	Steele Sch	X				X
4211700	Hazleton Area SD	421170000026	Hazleton Area HS		X			
4211700	HAZLETON AREA SD	421170006930	HEIGHTS TERRACE EL/MIDDLE			X		
4211700	HAZLETON AREA SD	421170000370	WEST HAZLETON EL/MS			X		
4211880	Highlands SD	421188005153	Highlands SHS		X			
4200103	HOPE CS	420010300658	HOPE CS	X				
4200038	IMHOTEP INSTITUTE CS	420003800393	IMHOTEP INSTITUTE CS			X		
4212330	JEANNETTE CITY SD	421233006807	JEANNETTE MCKEE ELEM			X		
4212540	Jim Thorpe Area SD	421254001307	Jim Thorpe Area SHS		X			
4200011	KEYSTONE ED CTR CS	420001100272	KEYSTONE ED CTR CS	X				
4212750	KEYSTONE OAKS SD	421275000197	KEYSTONE OAKS MS			X		
4200026	La Academia-The Partnership Charter School	420002600359	La Academia CS		X			X
4213140	Lancaster SD	421314002589	George Washington El Sch	X				X
4213140	LANCASTER SD	421314002597	JAMES BUCHANAN EL SC			X		
4213140	LANCASTER SD	421314002595	LINCOLN MS			X		
4213140	Lancaster SD	421314006762	Price El Sch	X				X
4213140	LANCASTER SD	421314002587	ROSS EL SCH			X		
4213140	Lancaster SD	421314002600	Wheatland MS		X			X
4213440	LEBANON SD	421344006616	HARDING EL SCH			X		
4213440	LEBANON SD	421344002754	LEBANON MS			X		
4213440	Lebanon SD	421344005155	Lebanon SHS		X			X
4213440	Lebanon SD	421344006894	Northwest El Sch	X				X
4200065	LINCOLN CHARTER SCHOOL	420006500567	LINCOLN CHARTER SCHOOL			X		
4214430	Mahanoy Area SD	421443007012	Mahanoy Area HS		X			
4200079	Mariana Bracetti Academy CS	420007900564	Mariana Bracetti Academy CS		X			X
4214940	MCKEESPORT AREA SD	421494000213	CENTENNIAL EL SCH			X		
4214940	MCKEESPORT AREA SD	421494000224	Cornell Intrmd Sch			X		
4215360	Millersburg Area SD	421536001794	Millersburg Area SHS		X			
4216020	MOUNT UNION AREA SD	421602000670	MOUNT UNION-KISTLER EL SCH			X		
4200756	New Hope Academy CS	420075603412	New Hope Academy CS		X			X
4216890	Newport SD	421689003413	Newport HS		X			X
4216890	NEWPORT SD	421689006078	NEWPORT MS			X		
4216980	Norristown Area SD	421698006729	Norristown Area HS		X			X
4216980	NORRISTOWN SD	421698003265	EAST NORRITON MS			X		
4216980	NORRISTOWN SD	421698003320	STEWART MS			X		
4217370	NORTHAMPTON AREA SD	421737005062	GEORGE WOLF ELEM SCHOOL			X		
4217460	NORTHEAST BRADFORD SD	421746005209	NORTHEAST BRADFORD E			X		
4217520	NORTHEASTERN YORK SD	421752000525	Spring Forge Intrd Sch			X		
4217880	Northwestern SD	421788006745	Northwestern SHS		X			
4218090	OIL CITY AREA SD	421809007292	OIL CITY AREA MS			X		

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<u>District NCES</u>	<u>District Name</u>	<u>School NCES</u>	<u>School Name</u>	<u>Tier I</u>	<u>Tier II</u>	<u>Tier III</u>	<u>Grad Rate</u>	<u>Newly Eligible</u>
4200088	PA VIRTUAL CS	420008800587	PA VIRTUAL CS			X		
4218450	PANTHER VALLEY SD	421845001322	PANTHER VALLEY EL SC			X		
4218590	PENN HILLS SD	421859000297	PENN HEBRON EL ACADEMY			X		
4218740	PENNCREST SD	421874001630	CAMBRIDGE SPRINGS EL			X		
4200125	Pennsylvania Distance Learning CS	420012500839	Pennsylvania Distance Learning CS	X			X	
4200127	PENNSYLVANIA LEADERSHIP CH	420012700837	PENNSYLVANIA LEADERSHIP CHARTER SCHOOL			X		
4200085	People for People CS	420008500586	People for People CS		X			X
4218900	PEQUEA VALLEY SD	421890006300	PEQUEA VALLEY INTRMD			X		
4200061	PHILADELPHIA ACAD CS	420006100503	PHILADELPHIA ACAD CS			X		
4218990	Philadelphia City SD	421899003758	Allen Ethan Sch		X			X
4218990	PHILADELPHIA CITY SD	421899003804	ANDERSON ADD B SCH			X		
4218990	PHILADELPHIA CITY SD	421899006902	AUDENRIED HS			X		
4218990	PHILADELPHIA CITY SD	421899003618	BACHE-MARTIN SCH			X		
4218990	Philadelphia City SD	421899003812	Barratt Norris S MS		X			X
4218990	Philadelphia City SD	421899006869	Barry Comm John Sch	X				X
4218990	Philadelphia City SD	421899003814	Beeber Dimner MS		X			X
4218990	Philadelphia City SD	421899005183	Bethune Mary McLeod Sch	X				X
4218990	Philadelphia City SD	421899003733	Birney Gen Davis B Sch	X				X
4218990	PHILADELPHIA CITY SD	421899003662	BLAINE JAMES G SCHOOL			X		
4218990	Philadelphia City SD	421899003663	Blankenburg Rudolph Sch	X				X
4218990	PHILADELPHIA CITY SD	421899006529	BROWN JOSEPH H SCH			X		
4218990	Philadelphia City SD	421899003734	Carnell Laura H Sch		X			X
4218990	Philadelphia City SD	421899004728	Carroll Charles Sch		X			X
4218990	Philadelphia City SD	421899003666	Cleveland Grover Sch	X				X
4218990	Philadelphia City SD	421899003782	Comegys Benjamin B Sch	X				X
4218990	PHILADELPHIA CITY SD	421899000767	COMMUNICATIONS TECHNOLOGY HS			X		
4218990	Philadelphia City SD	421899003815	Cooke Jay MS		X			X
4218990	Philadelphia City SD	421899003736	Creighton Thomas Sch		X			X
4218990	Philadelphia City SD	421899007229	DeBurgos Bilingual Magnet MS		X			X
4218990	Philadelphia City SD	421899003786	Dick William Sch	X				X
4218990	PHILADELPHIA CITY SD	421899003763	DISSTON HAMILTON SCH			X		
4218990	Philadelphia City SD	421899003841	Dobbins AVT HS		X			X
4218990	PHILADELPHIA CITY SD	421899003787	DOUGLAS STEPHEN A SCH	X				
4218990	PHILADELPHIA CITY SD	421899003604	DREW CHARLES R SCH			X		
4218990	Philadelphia City SD	421899005040	Duckrey Tanner Sch	X				X
4218990	PHILADELPHIA CITY SD	421899003687	DUNBAR PAUL L SCH	X				
4218990	Philadelphia City SD	421899003737	Edmunds Henry R Sch		X			X
4218990	Philadelphia City SD	421899003688	Elkin Lewis Sch	X				X
4218990	Philadelphia City SD	421899005039	Fairhill Sch	X				X
4218990	PHILADELPHIA CITY SD	421899003779	FARRELL LOUIS H SCH			X		
4218990	PHILADELPHIA CITY SD	421899000054	FELTONVILLE SCH ARTS & SCIENCES			X		

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4218990	PHILADELPHIA CITY SD	421899003690	FERGUSON JOSEPH C SCH			X		
4218990	Philadelphia City SD	421899003739	Finletter Thomas K Sch		X			X
4218990	PHILADELPHIA CITY SD	421899003817	FITZSIMONS THOMAS ACADEMY	X				
4218990	PHILADELPHIA CITY SD	421899003764	FORREST EDWIN SCH			X		
4218990	PHILADELPHIA CITY SD	421899003851	FRANKLIN BENJAMIN HS	X				
4218990	Philadelphia City SD	421899010014	Franklin Benjamin Sch		X			X
4218990	Philadelphia City SD	421899003818	Furness Horace HS		X			X
4218990	Philadelphia City SD	421899003819	Gillespie Eliz D MS		X			X
4218990	Philadelphia City SD	421899003776	Girard Stephen Sch		X			X
4218990	Philadelphia City SD	421899003820	Harding Warren G MS		X			X
4218990	PHILADELPHIA CITY SD	421899003793	HARRISON WILLIAM SCH			X		
4218990	Philadelphia City SD	421899005125	Hartranft John F Sch	X				X
4218990	Philadelphia City SD	421899003742	Hopkinson Francis Sch		X			X
4218990	PHILADELPHIA CITY SD	421899003693	HUNTER WILLIAM EL			X		
4218990	PHILADELPHIA CITY SD	421899003642	JACKSON ANDREW SCH			X		
4218990	PHILADELPHIA CITY SD	421899003847	JOHN BARTRAM HS	X				
4218990	PHILADELPHIA CITY SD	421899003821	JONES JOHN PAUL MS	X				
4218990	Philadelphia City SD	421899003626	Kelley William D Sch	X				X
4218990	Philadelphia City SD	421899003795	Kenderton Sch		X			X
4218990	PHILADELPHIA CITY SD	421899000901	KENSINGTON CREATIVE & PERF ARTS HS	X				
4218990	Philadelphia City SD	421899000907	Kensington Culinary Arts	X			X	
4218990	PHILADELPHIA CITY SD	421899000900	KENSINGTON INTL BUSINESS FINANCE	X				
4218990	Philadelphia City SD	421899003715	Kinsey John L Sch	X				X
4218990	PHILADELPHIA CITY SD	421899006825	LA BRUM GEN J HARRY			X		
4218990	PHILADELPHIA CITY SD	421899003670	LAMBERTON ROBERT E SCH			X		
4218990	PHILADELPHIA CITY SD	421899000823	LAMBERTON ROBERT HS	X				
4218990	PHILADELPHIA CITY SD	421899003744	LAWTON HENRY W SCH			X		
4218990	Philadelphia City SD	421899006530	Lea Henry C Sch		X			X
4218990	Philadelphia City SD	421899003746	Lowell James R Sch	X				X
4218990	PHILADELPHIA CITY SD	421899003694	LUDLOW JAMES R SCH			X		
4218990	PHILADELPHIA CITY SD	421899003769	MAYFAIR SCH			X		
4218990	Philadelphia City SD	421899003611	McMichael Morton Sch		X			X
4218990	Philadelphia City SD	421899006768	Meehan Austin MS		X			X
4218990	PHILADELPHIA CITY SD	421899003770	MOORE J HAMPTON SCH			X		
4218990	Philadelphia City SD	421899003749	Morrison Andrew J Sch		X			X
4218990	PHILADELPHIA CITY SD	421899006535	MORTON THOMAS G SCH			X		
4218990	PHILADELPHIA CITY SD	421899003855	NORTHEAST HS			X		
4218990	PHILADELPHIA CITY SD	421899000903	OLNEY HS EAST-705	X				
4218990	PHILADELPHIA CITY SD	421899006960	OVERBROOK EDU CTR			X		
4218990	PHILADELPHIA CITY SD	421899003857	OVERBROOK HS	X				
4218990	Philadelphia City SD	421899003721	Pastorius Francis P Sch	X				X

**Appendix A--Schools Eligible for FY10 SIG Funds**

<u>District NCES</u>	<u>District Name</u>	<u>School NCES</u>	<u>School Name</u>	<u>Tier I</u>	<u>Tier II</u>	<u>Tier III</u>	<u>Grad Rate</u>	<u>Newly Eligible</u>
4218990	PHILADELPHIA CITY SD	421899003675	PEIRCE THOMAS M SCH			X		
4218990	Philadelphia City SD	421899003823	Penn Treaty MS		X			X
4218990	PHILADELPHIA CITY SD	421899003722	PENNELL JOSEPH SCH			X		
4218990	PHILADELPHIA CITY SD	421899003616	PENROSE ELEM SCH			X		
4218990	Philadelphia City SD	421899006821	Pepper George MS		X			X
4218990	Philadelphia City SD	421899005121	Potter-Thomas Sch	X				X
4218990	PHILADELPHIA CITY SD	421899006765	PRINCE HALL			X		
4218990	Philadelphia City SD	421899000826	Randolph, A. Philip AVT HS		X			X
4218990	Philadelphia City SD	421899003632	Reynolds Gen John F Sch	X				X
4218990	Philadelphia City SD	421899006522	Rhodes E Washington MS	X			X	
4218990	Philadelphia City SD	421899000993	School of the Future		X			X
4218990	PHILADELPHIA CITY SD	421899003653	SHARSWOOD GEORGE SCH			X		
4218990	Philadelphia City SD	421899003826	Shaw Anna H MS		X			X
4218990	PHILADELPHIA CITY SD	421899003702	SHEPPARD ISAAC SCH			X		
4218990	Philadelphia City SD	421899003800	Sheridan Sch	X				X
4218990	Philadelphia City SD	421899000822	Sheridan West		X			X
4218990	PHILADELPHIA CITY SD	421899003773	SOLIS-COHEN SOLOMON			X		
4218990	PHILADELPHIA CITY SD	421899003654	SOUTHWARK SCH			X		
4218990	PHILADELPHIA CITY SD	421899003774	SPRUANCE GILBERT SCH			X		
4218990	Philadelphia City SD	421899006541	Stanton M Hall Sch	X				X
4218990	PHILADELPHIA CITY SD	421899004963	STEARNE ALLEN M SCH			X		
4218990	Philadelphia City SD	421899003839	Strawberry Mansion HS		X			X
4218990	PHILADELPHIA CITY SD	421899003753	SULLIVAN JAMES J SCH			X		
4218990	Philadelphia City SD	421899000572	Swenson Arts & Technology HS		X			X
4218990	PHILADELPHIA CITY SD	421899003657	TAGGART JOHN H SCH			X		
4218990	Philadelphia City SD	421899003755	Taylor Bayard Sch	X				X
4218990	PHILADELPHIA CITY SD	421899003766	THOMAS HOLME SCHOOL			X		
4218990	Philadelphia City SD	421899003833	Vare Edwin H MS		X			X
4218990	Philadelphia City SD	421899006527	Washington George HS		X			X
4218990	Philadelphia City SD	421899000549	Washington Grover Jr Sch		X			X
4218990	PHILADELPHIA CITY SD	421899003836	WILSON WOODROW MS			X		
4218990	PHILADELPHIA CITY SD	421899003754	ZIEGLER WILLIAM H SCH			X		
4219170	PITTSBURGH SD	421917000409	ALLDERDICE HS			X		
4219170	PITTSBURGH SD	421917000414	ALLEGHENY TRAD MS ACAD			X		
4219170	Pittsburgh SD	421917003409	Arsenal EI Sch	X				X
4219170	Pittsburgh SD	421917006751	Arsenal MS		X			X
4219170	PITTSBURGH SD	421917000412	CARRICK HS			X		
4219170	Pittsburgh SD	421917000971	Faison Helen S Arts Academy		X			X
4219170	PITTSBURGH SD	421917006760	FORT PITT EL SCH			X		
4219170	PITTSBURGH SD	421917000979	LINCOLN EL TECH ACADEMY			X		
4219170	Pittsburgh SD	421917006758	Murray EI Sch	X				X

**Appendix A--Schools Eligible for FY10 SIG Funds**

<u>District NCES</u>	<u>District Name</u>	<u>School NCES</u>	<u>School Name</u>	<u>Tier I</u>	<u>Tier II</u>	<u>Tier III</u>	<u>Grad Rate</u>	<u>Newly Eligible</u>
4219170	Pittsburgh SD	421917000977	Northview El Sch	X				X
4219170	PITTSBURGH SD	421917000424	PEABODY HS	X				
4219170	PITTSBURGH SD	421917006759	SCHAEFFER EL SCH			X		
4219170	PITTSBURGH SD	421917000425	SCHENLEY HS			X		
4219170	PITTSBURGH SD	421917006749	SOUTH HILLS MIDDLE SCHL			X		
4219170	PITTSBURGH SD	421917000990	STEVENS EL SCH			X		
4219170	PITTSBURGH SD	421917006757	SUNNYSIDE EL SCH			X		
4219170	PITTSBURGH SD	421917006756	WESTWOOD EL SCH			X		
4219500	POCONO MOUNTAIN SD	421950003213	COOLBAUGH EL CTR			X		
4219500	POCONO MOUNTAIN SD	421950000679	POCONO MT WEST HS			X		
4219710	POTTSVILLE AREA SD	421971003924	POTTSVILLE AREA HS			X		
4219830	PURCHASE LINE SD	421983002350	PURCHASE LINE JSHS			X		
4219830	PURCHASE LINE SD	421983006893	PURCHASE LINE SOUTH			X		
4220040	READING SD	422004000284	10TH & PENN EL			X		
4220040	READING SD	422004000858	NORTHEAST MS			X		
4220040	READING SD	422004000856	NORTHWEST MS			X		
4220040	READING SD	422004000845	RIVERSIDE EL SCH			X		
4220040	Reading SD	422004006073	School of the Performing Arts at Glenside		X			X
4220040	READING SD	422004005028	SIXTEENTH & HAAK EL			X		
4220040	READING SD	422004000855	SOUTHERN MS			X		
4220040	READING SD	422004000857	SOUTHWEST MS			X		
4220040	READING SD	422004005026	TENTH & GREEN EL SCH			X		
4220040	READING SD	422004005027	THIRTEENTH & GREEN E			X		
4220040	READING SD	422004000832	THIRTEENTH & UNION E			X		
4220040	READING SD	422004005025	TWELFTH & MARION EL			X		
4220310	RIDGWAY AREA SD	422031006805	RIDGWAY AREA MS			X		
4220400	RINGGOLD SD	422040007238	RINGGOLD SHS			X		
4221490	SHENANDOAH VALLEY SD	422149003938	SHENANDOAH VALLEY EL			X		
4221570	SHIPPENSBURG AREA SD	422157006021	SHIPPENSBURG INTERMEDIATE SCHOOL			X		
4221910	SOUTH ALLEGHENY SD	422191000440	SOUTH ALLEGHENY MS/HS			X		
4222400	SOUTHEAST DELCO SD	422240006501	HARRIS EL SCH			X		
4222800	STEELTON-HIGHSPIRE SD	422280001799	STEELTON-HIGHSPIRE ELEM SCH			X		
4222830	STO-ROX SD	422283000261	STO ROX ELEM SCH			X		
4222830	Sto-Rox SD	422283000477	Sto-Rox HS		X			
4222830	Sto-Rox SD	422283000437	Sto-Rox MS		X			X
4200063	Sugar Valley Rural CS	420006300510	Sugar Valley Rural CS		X			X
4223040	SUSQUENITA SD	422304006608	SUSQUENITA EL SCH			X		
4200114	Tuscarora Blended Learning CS	420011400713	Tuscarora Blended Learning CS		X			X
4224150	Uniontown Area SD	422415006101	Lafayette MS		X			X
4224320	UPPER DARBY SD	422432001960	BYWOOD EL SCH			X		
4224320	Upper Darby SD	422432006124	Charles Kelly Elem Schl	X				X

**Appendix A--Schools Eligible for FY10 SIG Funds**

<u>District NCES</u>	<u>District Name</u>	<u>School NCES</u>	<u>School Name</u>	<u>Tier I</u>	<u>Tier II</u>	<u>Tier III</u>	<u>Grad Rate</u>	<u>Newly Eligible</u>
4224320	Upper Darby SD	422432001972	Upper Darby SHS		X			X
4200072	WAKISHA CS	420007200507	WAKISHA CS			X		
4200080	WALTER PALMER LDRSHP LEARN	420008000566	WALTER PALMER LDRSHP LEARNING PRTNRS CS			X		
4224990	WASHINGTON SD	422499000184	WASHINGTON PARK ES			X		
4225140	Weatherly Area SD	422514001327	Weatherly Area SHS		X			
4225170	WELLSBORO AREA SD	422517004079	ROCK L BUTLER MS			X		
4225440	West Greene SD	422544007165	West Greene HS		X			
4226300	WILKES-BARRE AREA SD	422630002995	DODSON EL SCH			X		
4226300	Wilkes-Barre Area SD	422630003008	G A R Memorial JSHS		X			X
4226300	WILKES-BARRE AREA SD	422630006923	HEIGHTS-MURRAY EL SCH			X		
4226390	William Penn SD	422639006509	Aldan Magnet School	X				X
4226390	WILLIAM PENN SD	422639001887	ARDMORE AVENUE SCH			X		
4226400	Williams Valley SD	422640003914	Williams Valley JSHS		X			
4226460	Williamsport Area SD	422646006368	Williamsport Area SHS		X			
4216500	WOODLAND HILLS SD	421650007217	DICKSON EL SCH			X		
4216500	WOODLAND HILLS SD	421650007215	FAIRLESS EL SCH			X		
4216500	Woodland Hills SD	421650006881	Woodland Hills JHS		X			X
4226700	WYALUSING AREA SD	422670001003	WYALUSING EL SCH			X		
4225950	WYOMING VALLEY WEST SD	422595006987	STATE EL CTR			X		
4226820	YORK CITY SD	422682004645	DAVIS SCH			X		
4226820	York City SD	422682004646	Edgar Fahs Smith MS		X			X
4226820	YORK CITY SD	422682004642	FERGUSON SCH			X		
4226820	YORK CITY SD	422682004632	GOODE SCH			X		
4226820	York City SD	422682004644	Hannah Penn MS		X			X
4226820	YORK CITY SD	422682004634	JACKSON SCH			X		
4226820	York City SD	422682004638	McKinley Sch	X				X
4226820	York City SD	422682004647	William Penn SHS		X			X

**Appendix C—FY10 LEA SIG APPLICATION**

**Section A: School Building & Funding Information (Required of Tier I, II and III Schools)**

Provide information for each school requesting funds as part of this FY10 SIG application.

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

Federal SIG requirements provide a funding range of \$50,000 to \$2,000,000 per building, per year to support school reform models. The Pennsylvania Department of Education has established minimum and maximum SIG amounts within that overall range in order to allocate funds pursuant to the model chosen and the numbers of students in buildings and student achievement.

**SCHOOL CLOSURE MODEL MAXIMUM:**

Schools opting to implement the school closure model may not apply for more than \$200,000 in SIG funds. These funds must be budgeted and spent during Year 1 of the grant. Funds may NOT be spent to provide instructional services to transferred students. Below are examples of allowable costs that MAY be supported by SIG funds:

- Parent and community outreach
  - Press releases
  - Newsletters
  - Newspaper announcements
- Transition services for parents and students
- Orientation activities
- Costs for revisions to transportation routes, classroom assignments, etc., that exceed the amount of money normally spent on such activities due to the closure of the school.

**TRANSFORMATION, TURNAROUND AND RESTART MODEL MAXIMUMS:**

Schools choosing the transformation, turnaround and restart model provide the following data as part of the SIG application:

- Building Enrollment (October 2010)
- Percentage of Students Scoring Below Basic (2010 PSSA)
- Low Income Percentage (Free & Reduced Lunch)

**Appendix C—FY10 LEA SIG APPLICATION**

- ESL Population
- AYP Status

This data will be used when applications are reviewed to determine appropriateness of funding request.

School Name: \_\_\_\_\_ Grade Span: \_\_\_\_\_

Type of Data	School-Level Data
Building Enrollment (October 2010)	
Percentage of Students Below Basis (2010 PSSA)	
Low Income Percentage (Free & Reduced Lunch)	
Building ESL Population	
AYP Status (2010-11 School Year)	

Funds Requested Year 1: \$ \_\_\_\_\_  
 Funds Requested Year 2: \$ \_\_\_\_\_  
 Funds Requested Year 3: \$ \_\_\_\_\_

Total Amount of Funds Requested On Behalf of School: \$ \_\_\_\_\_

**Section B: School Narrative/Story (Required of Tier I, II and III Schools)**

SIG eligible schools are identified based on student achievement, academic growth, graduation rate, AYP status and grade levels served. The methods used to identify eligible schools are intended to select schools most in need of reform. While this data analysis is sufficient for determining SIG eligibility, it does not provide sufficient information to make instructional and management decisions at the school level.

Provide specific, explanatory information regarding the 3-5 year history of the school to include: information from other data sources (academic, behavioral, other non-academic, etc.); changes in administration, governance structure and leadership; curriculum mapping, revision and development activities; implementation of new core instructional programs; staffing changes, recruiting efforts, incentives, supports and mentoring for new and/or struggling teachers; professional development plans and initiatives; school reform planning efforts to include data analysis, data review and root cause analysis; parent and community involvement in school reform efforts; any other relevant information to describe the school history and current school environment. *(5 page limit)*

**Appendix C—FY10 LEA SIG APPLICATION**

**Section C: Identified Needs and Annual Goals (Required of Tier I, II and III Schools)**

SIG funds must be used to support the identified needs of the school beginning in the 2011-12 school year. Proper identification of student and teacher needs is a result of the implementation of a comprehensive, school-wide needs assessment. Provide a detailed explanation of the process used to identify needs. Information **MUST** be provided in the following areas, at a minimum: data, analysis and identification and prioritization of needs. *(5 page limit)*

(The PDE has developed a process for implementing an effective needs assessment called Getting Results!. If this process was used and the school has an approved plan for the 2010-11 school year on file at PDE, the only information required in this section is a list of the prioritized needs identified for the school.)

When providing prioritized needs, each need should be numbered (1, 2, 3) so that prioritized needs can be easily linked to goals, activities and evaluations throughout the entire application.

Given the current achievement data for the school and the identified needs, provide a summary of the annual PSSA goals established. *(1 page limit)*

<b>Subgroup of Students</b>	<b>Current PSSA Data</b>	<b>Year 1 PSSA Goal</b>	<b>Year 2 PSSA Goal</b>	<b>Year 3 PSSA Goal</b>
All Students	43%BB; 30%B; 25%P; 2%A	38%BB; 25%B; 30%P; 7%A	28%BB; 15%B; 40%P; 17%A	18%BB; 5%B; 50%P; 27%A

**Section D: Selection of Model (Required of Tier I and Tier II—Tier III ONLY if implementing one of the four reform models.)**

Tier I and Tier II schools must choose to implement one of four required interventions in the 2011-12 school year. The LEA must adequately support the intervention selected by each school. (LEAs that have 9 or more Tier I and Tier II schools many not implement the transformation model in more than 50 percent of those schools.) Tier III schools may choose to implement one of the four reform models.

Provide a brief summary of the process used to select one of the four reform models and explain why the model chosen is the best option for meeting the needs of the school. *(3 page limit)*

**Section E: Description of Reform Plan (Required of Tier I and Tier II—Tier III ONLY if implementing one of the four reform models.)**

## Appendix C—FY10 LEA SIG APPLICATION

In this section of the SIG application, the required actions are listed for each of the four reform models along with one planning worksheet for each requirement. For each requirement, the following must be provided on the planning worksheet: (The planning worksheet will include data entry fields for these items, but will be created on the eGrant system.)

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

### Transformation Model (11 Requirements): *(15 page limit)*

E1. Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2008-09 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.) New principal must be in place for the start of the 2011-12 school year.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:

- Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
- Are designed and developed with teacher and principal involvement.
  - Goal
  - Action(s) to be taken
  - Anticipated date for implementation and completion
  - Method of Evaluation
  - Estimated Costs (3 Years)\*
  - Priority goal these actions will address

## Appendix C—FY10 LEA SIG APPLICATION

E3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

## Appendix C—FY10 LEA SIG APPLICATION

E7. Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E8. Establish schedules and strategies that provide increased learning time.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E9. Provide ongoing mechanisms for family and community engagement.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E10. Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).

- Goal

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- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

### Turnaround Model (9 Requirements): *(15 page limit)*

E1. Replace the principal who led the school prior to commencement of the transformation model (If the principal was replaced in the 2008-09 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.) New principal must be in place for the start of the 2011-12 school year.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:

- Screen all existing staff and rehire no more than 50 percent; and
- Select new staff;

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E3. Provide appropriate social-emotional and community-oriented services and supports for students.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to

## Appendix C—FY10 LEA SIG APPLICATION

recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E6. Establish schedules and strategies that provide increased learning time.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

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- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E9. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

Restart Model (4 Requirements): *(10 page limit)*

E1. The LEA implemented a review process for choosing the Charter Management Organization (CMO) or Educational Management Organization (EMO).

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E2. The LEA identifies the EMO/CMO selected or the pool of potential providers.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E3. The school to be “restarted” has retained its original grade configuration or has a plan for those students to be moved.

- Goal
- Action(s) to be taken

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- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E4. The LEA/school has an implementation plan to ensure a smooth “restart” for the 2011-12 school year.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

Closure Model (2 Requirements): (5 page limit)

E1. The LEA has a plan to enroll students in new, higher-performing schools or LEAs.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

E2. The LEA/School has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2011-12 school year.

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

\*Costs can include pre-implementation activities necessary to prepare for the implementation of the reform model at the beginning of the 2011-12 school year. Some examples of possible pre-implementation activities are:

- Community meetings to review school performance and discuss the reform model to be implemented;
- Communications between the school and parents regarding the school status, school choice options, social services, etc.;
- Transition services for families of students transferring to new schools (closure model);
- The rigorous review of external providers (experts, CMOs, EMOs) to properly select those to contract with;
- Recruitment and selection of principals and new instructional staff;

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- Remediation and enrichment to school students to be involved in the implementation of a reform model in the 2011-12 school year;
- Identification and purchase of instructional materials to be used in the 2011-12 school year;
- Instructional planning sessions to review data and develop curriculum for use in the 2011-12 school year;
- Training necessary to implement new or revised instructional programs and strategies in the 2011-12 school year;
- Develop and pilot data systems to be used in connection with the reform program to be implemented in the 2011-12 school year.

### **Section E-I: Planned Use of Funds (Required Tier III ONLY if NOT implementing one of the four reform models.)**

IF funds remain after awarding all Tier I and Tier II schools funding, Tier III schools will be permitted to apply for funding. Tier III schools are not required to implement one of the four reform models in order to receive SIG funding, however, it is an option to do so.

For those Tier III schools opting NOT to implement a reform model, provide a description of the activities to be carried out with SIG funding. For each activity or initiative to be implemented, provide the following information (at a minimum):

- Goal
- Action(s) to be taken
- Anticipated date for implementation and completion
- Method of Evaluation
- Estimated Costs (3 Years)\*
- Priority goal these actions will address

Each activity/initiative will be reviewed and scored based on the following criteria:

- Activities supported in schools eligible for Tier III;
- Research-based, effective practices that align to the needs of the school identified within the needs assessment;
- Sufficient capacity within the LEA and school to support the Tier III interventions;
- Appropriate timelines, goals and benchmarks are established for the implementation of the strategies, interventions and activities;
- Necessary and appropriate professional development plans are developed and implemented to support the strategies and interventions;
- Necessary and appropriate evaluations and benchmarking is planned and implemented to ensure students meet goals established; *and*
- Funds requested are appropriate and budgeted to support the strategies and interventions to be implemented.

**Appendix C—FY10 LEA SIG APPLICATION**

**Section F: Selection Process for Outside Experts/Providers (Required of Tier I, II and III)**

If the LEA will be using external providers—EMOs, CMOs, turnaround specialists or any other outside “expert”—describe the process to be used to recruit and select providers. The process must ensure that providers are highly-qualified, proven effective and able to provide the assistance needed. *(2 page limit)*

**Section G: LEA and School Capacity (Required of Tier I, II and III)**

**Part 1—Lack of Capacity to Serve All Tier I/Tier II Schools—TIER I AND II ONLY**

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

If Yes, skip to Part 2.

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

School Name	Grade Span	AYP Status	Tier	
			I	II

Tier I and Tier II schools can only be excluded from the SIG application due to LEA/school capacity issues. Provide a summary of the capacity issues that prevent each of the schools listed above from participating in the SIG application: *(5 page limit)*

- **Human Capacity:** Staff expertise, leadership/principals, number of staff, staff buy-in or commitment, EMOs/CMOs, equity of highly-effective teachers, teacher retention.
- **Organizational Capacity:** Communication/collaboration among staff, scheduling, shared vision and goals, community support, union support, school board support.
- **Structural Capacity:** Curriculum, assessments, professional development, hiring policies, building and space limitations.
- **Material Capacity:** Funding, alignment of all school resources, instructional materials, time.

**Appendix C—FY10 LEA SIG APPLICATION**

Part 2—Adequate Capacity to Serve Selected Schools—TIER I, II AND III

LEAs and schools must have the capacity to fully and effectively implement the chosen interventions and reforms in ALL participating schools (Tier I, II and III). Describe below the capacity of the LEA and schools to carry out the chosen initiatives. (If capacity is still needed in some areas, describe how the LEA intends to build the capacity during the grant period.) *(5 page limit)*

- **Human Capacity:** Staff expertise, leadership/principals, number of staff, staff buy-in or commitment, EMOs/CMOs, equity of highly-effective teachers, teacher retention.
- **Organizational Capacity:** Communication/collaboration among staff, scheduling, shared vision and goals, community support, union support, school board support. *(LEAs MUST address the practices and policies that will be created, modified or eliminated to allow for the effective implementation of model.)*
- **Structural Capacity:** Curriculum, assessments, professional development, hiring policies, building and space limitations.
- **Material Capacity:** Funding, alignment of all school resources, instructional materials, time. *(LEAs MUST address how all school-level and LEA-level funds will be aligned to the intervention model selected.)*

**Part H: Budget Information & Budget Narrative (Required of Tier I, II and III)**

For each required action outlined in Section E of the SIG application an estimated, 3-year cost was required. Provide a breakdown of each of these estimated costs below. Breakdowns must be by category, by year and by unit and a description must be provided. A description of the plan for sustainability is also required for each budgeted item.

*(The electronic application will provide each SIG applicant with a series of drop-down boxes that provide budgeting options, amounts (totals and unit costs) selected years (Pre-Implementation, 1, 2 or 3), narrative description of cost and information on sustainability of costs.) Below is a mock up of what a completed budget item would look like for one required action:*

**Requirement E4: Estimated 3-year Cost: (Amount entered in this section of the application will be pre-filled here.) \$500,000**

Year	Category	Number to Be Purchased	Unit Cost	Total Cost	Description of Budgeted Item	Sustainability Plan
1	Staff	2	\$80,000	\$160,000	Two reading coaches will be hired to model effective reading strategies teachers and to provide support to	State resources will be made available after Year 3 to support these

**Appendix C—FY10 LEA SIG APPLICATION**

Year	Category	Number to Be Purchased	Unit Cost	Total Cost	Description of Budgeted Item	Sustainability Plan
					struggling teachers.	positions if progress is being made w/ student achievement.
2	Staff	2	\$80,000	\$160,000	Two reading coaches will be hired to model effective reading strategies teachers and to provide support to struggling teachers.	State resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
3	Staff	2	\$80,000	\$160,000	Two reading coaches will be hired to model effective reading strategies teachers and to provide support to struggling teachers.	State resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year	Category	Sessions	Cost Per Session	Total Cost	Description of Budgeted Item	Sustainability Plan
PI	Professional Development	1	\$10,000	\$10,000	All core instructional staff will participate in one PD sessions on use of data to inform instruction prior to the implementation of the reform model.	This is only a pre-implementation cost. Additional PD will be take place in Year 1.
1	Professional Development	1	\$10,000	\$10,000	All core instructional staff will participate in one PD sessions on use of data to inform instruction.	This is only a pre-implementation & Year 1 cost because teachers will have the capacity to perform this function after Year 1.

The following budget categories will be available for SIG applicants to utilize in this section:

- LEA Level Administration
- Staff
- Materials & Supplies
- Professional Development
- Travel Costs
- Contracted Services
- Community & Parent Outreach

**Appendix C—FY10 LEA SIG APPLICATION**

- Assessment Materials
- Computer Equipment
- Software
- Other (Specifics will be required if Other is chosen.)

Once all budget data is completed online, the information will be summarized and displayed in the following manner:

School Name	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 Full Implementation			
Elementary #1	\$100,000	\$600,000	\$1,000,000	\$1,000,000	\$2,700,000
Administrative—LEA Level Activities		\$200,000	\$300,000	\$200,000	\$700,000

**Part I: Assurances**

The LEA must assure to the following:

- o SIG funds will be used to fully and effectively implement an effective intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- o Annual student achievement goals on the State’s assessments in both reading/language arts and mathematics will be established and progress on the leading indicators in section III of the final requirements will be measured in order to monitor each Tier I and Tier II school that the LEA serves with SIG funds. Goals will be established and approved by the SEA to hold Tier III schools receiving SIG funds accountable.
- o Schools implementing a restart model in Tier I or Tier II schools will include in its contract or agreement with charter operator, charter management organization or education management organization provisions to hold such organization accountable for complying with the final SIG requirements.
- o School-level data required under section III of the final requirements will be reported to the SEA as required by the SEA.

If the LEA is applying for any waivers of SIG requirements, the LEA must indicate below the waivers it intends to implement.

- o “Starting Over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

## **Appendix C—FY10 LEA SIG APPLICATION**

o 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. (In Pennsylvania, this waiver must be applied for utilizing the Education Flexibility Waiver program.)

NOTE: If the LEA does not intend to implement checked waivers above in all schools applying for FY10 SIG funds, they must identify the schools that will implement the waiver(s).

District NCES	LEA	School NCES	Building	Models	PLA	SIG ELIGIBILITY LEVEL	PDE Amount	Year 1 Funded	Year 2 Funded	Year 3 Funded
4202280	Allentown City SD	420228002790	Central Elementary	Transformation	No	Tier I (Newly Eligible)	\$ 1,950,000	\$ 650,000	\$ 650,000	\$ 650,000
4202280	Allentown City SD	420228002792	Raub MS	Transformation	No	Tier II (Newly Eligible)	\$ 1,500,000	\$ 500,000	\$ 500,000	\$ 500,000
4202280	Allentown City SD	420228002794	William Allen HS	Transformation	No	Tier II (Newly Eligible)	\$ 1,050,000	\$ 350,000	\$ 350,000	\$ 350,000
4202280	Allentown City SD	420228004929	Trexler MS	Transformation	No	Tier II (Newly Eligible)	\$ 750,000	\$ 250,000	\$ 250,000	\$ 250,000
4202280	Allentown City SD	420228002791	Harrison Morton MS	Transformation	No	Tier II (Newly Eligible)	\$ 1,050,000	\$ 350,000	\$ 350,000	\$ 350,000
4202280	Allentown City SD	420228002795	Louis E. Dieruff HS	Transformation	No	Tier II (Newly Eligible)	\$ 1,500,000	\$ 500,000	\$ 500,000	\$ 500,000
	<b>ALLENTOWN TOTAL</b>	<b>6 Schools</b>					<b>\$ 7,800,000</b>	<b>\$ 2,600,000</b>	<b>\$ 2,600,000</b>	<b>\$ 2,600,000</b>
4205400	Central Dauphin SD	420540001746	CD East SHS	Transformation	No	Tier II (Newly Eligible)	\$ 2,099,888	\$ 699,963	\$ 699,963	\$ 699,963
	<b>CENTRAL DAUPHIN TOTAL</b>	<b>1 School</b>								
4208010	Duquesne City SD	420801000924	Duquesne Consolidated	Transformation	No	Tier I (Newly Eligible)	\$ 1,391,872	\$ 523,313	\$ 446,978	\$ 421,580
	<b>DUQUESNE TOTAL</b>	<b>1 School</b>								
4211580	Harrisburg SD	421158001012	Career & Tech Acad	Closure	Yes	Tier I	\$ 300,000	\$ 300,000	\$ -	\$ -
	<b>HARRISBURG TOTAL</b>	<b>1 School</b>								
4213140	Lancaster SD	421314002596	McCaskey HS	Transformation	No	Tier II (Newly Eligible)	\$ 1,854,809	\$ 616,432	\$ 605,924	\$ 632,453
4213140	Lancaster SD	421314002593	Hand	Turnaround	No	Tier II (Newly Eligible)	\$ 1,675,099	\$ 551,611	\$ 537,693	\$ 585,795
4213140	Lancaster SD	421314002594	Reynolds MS	Transformation	No	Tier II (Newly Eligible)	\$ 1,622,148	\$ 531,891	\$ 510,893	\$ 579,363
	<b>LANCASTER TOTAL</b>	<b>3 Schools</b>					<b>\$ 5,152,055</b>	<b>\$ 1,699,934</b>	<b>\$ 1,654,510</b>	<b>\$ 1,797,611</b>
4214940	McKeesport Area SD	421494006105	McKeesport Area HS	Transformation	Yes	Tier II	\$ 3,360,000	\$ 1,120,000	\$ 1,120,000	\$ 1,120,000
	<b>MCKEESPORT TOTAL</b>	<b>1 School</b>								
4216020	Mount Union Area SD	421602006104	Mount Union Area HS	Transformation	Yes	Tier II	\$ 2,546,600	\$ 848,867	\$ 848,867	\$ 848,867
	<b>MOUNT UNION TOTAL</b>	<b>1 School</b>								
4218590	Penn Hills SD	421859000309	Penn Hills SHS	Transformation	Yes	Tier II	\$ 2,745,862	\$ 1,099,581	\$ 1,013,837	\$ 632,443
	<b>PENN HILLS TOTAL</b>	<b>1 School</b>								
4200115	Perseus House CS of E	420011500738	Perseus House CS of E	Transformation	Yes	Tier I	\$ 1,305,500	\$ 686,000	\$ 388,500	\$ 231,000
	<b>PERSUES HOUSE CS TOTAL</b>	<b>1 School</b>								
4218990	Philadelphia	421899003834	VAUX HS	Turnaround	Yes	Tier I	\$ 1,399,996	\$ 466,665	\$ 466,665	\$ 466,666
4218990	Philadelphia	421899003825	SAYRE HS	Transformation	Yes	Tier I	\$ 2,376,000	\$ 737,032	\$ 807,274	\$ 831,695
4218990	Philadelphia	421899000904	OLNEY WEST HS	Transformation	Yes	Tier I	\$ 900,000	\$ 272,245	\$ 309,237	\$ 318,518
4218990	Philadelphia	421899003860	WEST PHIL HS	Transformation	Yes	Tier I	\$ 2,221,238	\$ 671,142	\$ 763,622	\$ 786,474
4218990	Philadelphia	421899003844	ROXBOROUGH HS	Transformation	Yes	Tier I	\$ 2,123,044	\$ 641,440	\$ 729,750	\$ 751,854
4218990	Philadelphia	421899006523	UNIVERSITY CITY HS	Turnaround	Yes	Tier I	\$ 2,772,000	\$ 923,999	\$ 924,002	\$ 923,999
4218990	Philadelphia	421899006675	KING HS	Transformation	Yes	Tier I	\$ 2,376,000	\$ 786,964	\$ 783,338	\$ 805,698
4218990	Philadelphia	421899003850	FRANKFORD HS	Transformation	Yes	Tier I	\$ 2,376,000	\$ 792,001	\$ 792,001	\$ 791,998
4218990	Philadelphia	421899003816	FELS HS	Transformation	Yes	Tier I	\$ 2,974,129	\$ 974,132	\$ 999,998	\$ 999,999
4218990	Philadelphia	421899003852	GERMANTOWN HS	Transformation	Yes	Tier I	\$ 2,608,517	\$ 798,792	\$ 891,686	\$ 918,039
4218990	Philadelphia	421899003859	SOUTH PHIL HS	Transformation	Yes	Tier I	\$ 1,800,000	\$ 579,958	\$ 610,022	\$ 610,021
4218990	Philadelphia	421899003853	GRATZ HS	Transformation	Yes	Tier I	\$ 1,620,000	\$ 508,486	\$ 547,610	\$ 563,904
4218990	Philadelphia	421899003849	EDISON hs	Transformation	Yes	Tier I	\$ 2,999,996	\$ 1,000,000	\$ 1,000,000	\$ 999,996
4218990	Philadelphia	421899003845	LINCOLN HS	Transformation	Yes	Tier I	\$ 4,199,996	\$ 1,399,999	\$ 1,400,000	\$ 1,399,998

District NCES	LEA	School NCES	Building	Models	PLA	SIG ELIGIBILITY LEVEL	PDE Amount	Year 1	Year 2	Year 3
								Funded	Funded	Funded
4218990	Philadelphia	421899003617	ALCORN ES	Transformation	No	Tier I (Newly Eligible)	\$ 1,071,271	\$ 338,726	\$ 361,078	\$ 371,467
4218990	Philadelphia	421899003828	STETSON MS	Restart	No	Tier II (Newly Eligible)	\$ 2,637,708	\$ 888,708	\$ 872,600	\$ 876,400
4218990	Philadelphia	421899006763	DAROFF ES	Restart	No	Tier I (Newly Eligible)	\$ 1,980,000	\$ 658,247	\$ 660,876	\$ 660,876
4218990	Philadelphia	421899003752	SMEDLEY ES	Restart	No	Tier I (Newly Eligible)	\$ 948,590	\$ 362,773	\$ 348,195	\$ 237,622
4218990	Philadelphia	421899003792	BLUFORD ES	Restart	No	Tier I (Newly Eligible)	\$ 1,980,000	\$ 907,129	\$ 586,442	\$ 486,429
4218990	Philadelphia	421899005292	ALLEN ES	Turnaround	No	Tier I (Newly Eligible)	\$ 772,526	\$ 247,020	\$ 257,214	\$ 268,293
4218990	Philadelphia	421899003608	HARRITY ES	Restart	No	Tier I (Newly Eligible)	\$ 2,538,785	\$ 980,283	\$ 917,620	\$ 640,882
4218990	Philadelphia	421899003624	DOUGLASS ES	Restart	No	Tier I (Newly Eligible)	\$ 913,805	\$ 319,320	\$ 319,082	\$ 275,402
4218990	Philadelphia	421899004733	CLYMER ES	Transformation	No	Tier I (Newly Eligible)	\$ 1,275,000	\$ 392,068	\$ 434,531	\$ 448,402
4218990	Philadelphia	421899006767	CLEMENTE ES	Turnaround	No	Tier II (Newly Eligible)	\$ 999,988	\$ 333,327	\$ 333,330	\$ 333,330
4218990	Philadelphia	421899004732	LOCKE ES	Transformation	No	Tier I (Newly Eligible)	\$ 1,261,442	\$ 390,938	\$ 429,084	\$ 441,420
4218990	Philadelphia	421899003751	FELTONVILLE INTERM	Transformation	No	Tier I (Newly Eligible)	\$ 776,063	\$ 244,855	\$ 262,345	\$ 268,862
4218990	Philadelphia	421899003672	MANN ES	Restart	No	Tier I (Newly Eligible)	\$ 2,026,099	\$ 794,021	\$ 731,170	\$ 500,908
<b>PHILADELPHIA TOTAL</b>		<b>27 Schools</b>					<b>\$ 51,928,191</b>	<b>\$ 17,410,271</b>	<b>\$ 17,538,769</b>	<b>\$ 16,979,151</b>
4200130	Philadelphia Montessori	420013000849	Philadelphia Montessori	Transformation	No	Tier I (Newly Eligible)	\$ 852,647	\$ 305,763	\$ 296,097	\$ 250,788
<b>PHILADELPHIA MONTESSORI CS TOTAL</b>		<b>1 School</b>								
4219170	Pittsburgh SD	421917000420	Westinghouse	Transformation	No	Tier II (Newly Eligible)	\$ 2,523,374	\$ 606,437	\$ 763,440	\$ 1,153,498
4219170	Pittsburgh SD	421917000422	Oliver HS	Transformation	No	Tier II (Newly Eligible)	\$ 2,485,136	\$ 542,588	\$ 768,846	\$ 1,173,701
4219170	Pittsburgh SD	421917006754	Rooney	Closure	No	Tier II (Newly Eligible)	\$ 208,773	\$ 208,773	\$ -	\$ -
4219170	Pittsburgh SD	421917006761	King	Transformation	No	Tier I (Newly Eligible)	\$ 2,374,705	\$ 234,233	\$ 1,035,787	\$ 1,104,685
4219170	Pittsburgh SD	421917000416	Perry HS	Transformation	No	Tier II (Newly Eligible)	\$ 2,381,702	\$ 320,412	\$ 770,729	\$ 1,290,560
4219170	Pittsburgh SD	421917000415	Langley HS	Transformation	No	Tier II (Newly Eligible)	\$ 2,340,199	\$ 312,714	\$ 703,683	\$ 1,323,801
4219170	Pittsburgh SD	421917006915	Brashear HS	Transformation	No	Tier II (Newly Eligible)	\$ 2,444,195	\$ 267,754	\$ 974,582	\$ 1,201,859
<b>PITTSBURGH TOTAL</b>		<b>7 Schools</b>					<b>\$ 14,758,084</b>	<b>\$ 2,492,912</b>	<b>\$ 5,017,068</b>	<b>\$ 7,248,104</b>
4222400	Southeast Delco SD	422240006516	Academy Park HS	Transformation	No	Tier II (Newly Eligible)	\$ 2,634,625	\$ 958,375	\$ 947,125	\$ 729,125
<b>SOUTHEAST DELCO TOTAL</b>		<b>1 School</b>								
4222800	Steelton-Highspire SD	422280001801	Steelton Highspire HS	Turnaround	No	Tier II (Newly Eligible)	\$ 787,050	\$ 280,500	\$ 259,050	\$ 247,500
<b>STEELTON-HIGHSPIRE TOTAL</b>		<b>1 School</b>								
4223880	Turkeyfoot Valley Area S	422388006216	Turkeyfoot Valley Area	Transformation	No	Tier II	\$ 898,000	\$ 286,500	\$ 298,500	\$ 313,000
<b>TURKEYFOOT VALLEY TOTAL</b>		<b>1 School</b>								
4200105	West Phila. Achievement	420010500657	West Phila. Achievement	Transformation	No	Tier I (Newly Eligible)	\$ 892,648	\$ 318,875	\$ 292,875	\$ 280,898
<b>WEST PHILADELPHIA ACHIEVEMENT CS TOTAL</b>		<b>1 School</b>								
4226390	William Penn SD	422639001892	Penn Wood HS	Transformation	Yes	Tier II	\$ 1,751,400	\$ 626,150	\$ 609,000	\$ 516,250
4226390	William Penn SD	422639007249	Park Lane Elem	Transformation	No	Tier I (Newly Eligible)	\$ 679,200	\$ 283,200	\$ 270,000	\$ 126,000
4226390	William Penn SD	422639000943	Penn Wood MS	Transformation	No	Tier II (Newly Eligible)	\$ 855,000	\$ 287,500	\$ 286,250	\$ 281,250
<b>WILLIAM PENN TOTAL</b>		<b>3 Schools</b>					<b>\$ 3,285,600</b>	<b>\$ 1,196,850</b>	<b>\$ 1,165,250</b>	<b>\$ 923,500</b>
<b>TOTAL SCHOOLS</b>				<b>58</b>						
<b>TOTAL LEAS</b>				<b>17</b>						

<u>District NCES</u>	<u>LEA</u>	<u>School NCES</u>	<u>Building</u>	<u>Models</u>	<u>PLA</u>	<u>SIG ELIGIBILITY LEVEL</u>	<u>PDE Amount</u>	<u>Year 1 Funded</u>	<u>Year 2 Funded</u>	<u>Year 3 Funded</u>
	<b>TOTAL FUNDING</b>		\$ 102,738,620							