

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Washington State Office of Superintendent of Public Instruction	Applicant's Mailing Address: P.O. Box 47200 Olympia, WA 98504-7200
State Contact for the School Improvement Grant Name: Tonya Middling Position and Office: Director, Project Development, Management, and Implementation; District and School Improvement and Accountability division, Office of Superintendent of Public Instruction Contact's Mailing Address: c/o WIIN Center, Tacoma PS 6501 North 23 rd Street Tacoma, WA 98406 Telephone: 253-571-3540 Fax: 253-571-3537 Email address: tonya.middling@k12.wa.us	
Chief State School Officer (Printed Name): Randy I. Dorn, Superintendent	Telephone: 360-725-6000
Signature of the Chief State School Officer: X 	Date: 11-30-2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

January 19, 2011

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

Re: Amended School Improvement Grant (SIG) Fund, Section 1003(g)

Dear Mr. McCauley:

Enclosed please find the Washington State Office of Superintendent of Public Instruction's (OSPI) *amended* application for a School Improvement Grant authorized under section 1003(g) of the Elementary and Secondary Education Act, funded through the Consolidated Appropriations Act, 2009 and the ARRA, and used to support Tier I through Tier III schools.

We have responded to your feedback from my phone conversation with you on January 19, and detail the response in an attachment to this letter. The application and its attachments have been updated to reflect the feedback and additional information.

If you have any questions or concerns regarding this proposal, please contact Tonya Middling, Director of Project Development, Management, and Implementation, at (253) 571-3548 or tonya.middling@k12.wa.us.

Thank you for your consideration.

Sincerely,

Tonya Middling

Tonya Middling
Director, Project Development, Management, and Implementation
District and School Improvement and Accountability

Attachments (2)
OSPI Response to ED Feedback
Amended OSPI SEA SIG Application, 01/19/2011

TM:jc

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Washington State



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



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

Paperwork Burden Statement

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

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

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

Availability of Funds

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

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

State and LEA Allocations

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

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

Consultation with the Committee of Practitioners

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

FY 2010 Submission Information

Electronic Submission:

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

The SEA should submit its FY 2010 application to the following address:

school.improvement.grants@ed.gov

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

Paper Submission:

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

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

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

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

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

FY 2010 Application Instructions

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

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

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

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

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

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FY 2010 Application Checklist

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

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

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

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

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

PART I: SEA REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Persistently Lowest-Achieving Schools:

Tier I:

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

- (i) Is among the lowest-achieving five percent in the “all students” group in reading and mathematics combined for the past three consecutive years; or
- (ii) Is a high school that has a weighted-average graduation rate that is less than 60 percent based on the past three years of data.

Tier II:

- (b) 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 in the “all students” group in reading and mathematics combined for the past three consecutive years; or
 - (ii) Is a high school that has a weighted-average graduation rate that is less than 60 percent based on the past three years of data.

Definition of Lack of Progress: For purposes of defining “persistently lowest-achieving schools” OSPI has defined “lack of progress” as the school’s percent increase or decrease (slope of linear regression) over the most recent three-year period in the “all students” group for reading and mathematics, compared to the state slope.

Title I eligibility: Based on SY2009-10 student data, a school is considered Title I eligible if:

- a. Poverty percentage is 35 percent or more, or
- b. The school’s poverty percentage is greater than or equal to the district’s poverty average.

Appropriate Accuracy for Tiered Determinations: OSPI has requested permission to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed who were enrolled in the school for a full academic year as that term is defined in Washington’s Accountability Workbook is less than 30. The rigor attached to AYP calculations includes utilization of both a standard error of proportion (SEP) and a minimum N requirement consistent with research-based practices required by the Department of Education. For determining persistently low achieving schools, a minimum N of 30 provides this validity. With a sample of 30, the standard error of proportion at 50% proficiency is 15.02% at 95-percent confidence. The standard error of proportion is a parametric statistic that is based on a binomial distribution of probabilities. It becomes more inaccurate as sample size N decreases. Therefore, a minimum “N” assures the appropriate accuracy needed for valid and reliable determinations.

Note on data used to determine Persistently Lowest-Achieving Schools:

- (i) Weighting is equal between reading and mathematics.
- (ii) Weighting is equal between elementary and secondary schools.
- (iii) Weighted-average graduation rate is based on the number of students for each year.
- (iv) Graduation rate is calculated as required in Guidance on School Improvement Grants, January 21, 2010 consistent with C.F.R. § 200.19(b).

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

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

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

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

EXAMPLE:

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

EXAMPLE:

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

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

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

- (1) The district will use the results of OSPI's external *School-Level Needs Assessment* (or, for Required Action Districts, an *Academic Performance Audit of the School and District*) in identifying one of the four allowable intervention models for its Tier I and Tier II school(s). Applications for districts

applying to serve their Tier I and Tier II school(s) and proposed required action plans for districts identified through [E2SSB 6696](#) will be assessed based on the extent to which the district:

- a. Used OSPI's *Needs Assessment/Audit* to identify strengths, challenges, and barriers to reform for each Tier I and Tier II school the district identified it will apply to serve. Details regarding the *Needs Assessment/Audit* include the following:
 - i. The research anchoring the assessment/audit process is based on OSPI's [Nine Characteristics of High-Performing Schools](#).
 - ii. Multiple forms of locally generated data are used in the *Needs Assessment/Audit*. These include: school and classroom observation study; district policy and practices impacting school reform; student demographics; mobility patterns; school feeder patterns; student performance data; data related to each of the nine characteristics found in research of high-performing schools (e.g., leadership and decision-making practices at the school and district levels; alignment of curriculum with State standards; use of formative and summative assessments; use of extended learning time; parent and community involvement); strategic allocation of resources; and as applicable, alternative school best practices.
 - iii. Reports summarizing findings will be provided to districts for purposes of informing their decision making regarding appropriate intervention model(s).
 - iv. Findings may result in the district conducting a deeper analysis at a later time.
 - v. Findings will be available to the district, staff, community, and for Required Action Districts, the State Board of Education.
 - vi. Additionally, each school participating in the *Needs Assessment/Audit* process will receive a handbook outlining how the findings can be used in a school improvement process.
- b. Utilized multiple forms of data and described how they were used to supplement findings in the *Needs Assessment/Audit* to select an appropriate intervention model for each Tier I and Tier II school identified in this application. Examples of data may include:
 - i. Perceptual data from students, staff, and parents regarding alignment of school practices with OSPI's *Nine Characteristics of High-Performing Schools*.
 - ii. Student achievement data on formative and summative assessments.
 - iii. Teacher qualifications and placement.
 - iv. Budgets, including per pupil expenditures.
 - v. Current school improvement plans and progress toward identified goals.
- c. Engaged relevant stakeholder groups, including:
 - i. Local education associations regarding teacher evaluation and assignment within the specified intervention models; evidence must include a Memorandum of Understanding and timeline for collaborating on matters related to contracts and current collective bargaining practices.
 - ii. Local school board.
 - iii. Community partners.
 - iv. Parents, students, and administrators, teachers, and other staff.
- d. Identified sufficiently rigorous three-year student achievement goals for each Tier I and Tier II school and described how it will hold each school accountable for meeting, or being on track to meet, those goals with respect to all students in the school, as well as each subgroup of students, and for making progress on the leading indicators described in the interim final requirements so that the school(s) substantially raise student achievement and make significant progress toward exiting improvement status. At a minimum, goals should enable the school to no longer be identified as a persistently lowest-achieving school.
- e. As applicable, described how its targeted assistance Tier I or Tier II participating Title I school(s) will implement a Title I schoolwide program to support full and effective implementation of the selected intervention model(s). Note: A targeted assistance school that receives *SIG* funds to begin implementation of an intervention model in the 2011-12 school year must operate a

schoolwide Title I program, through the schoolwide waiver, in the 2011-12 school year. The district is required to apply for the schoolwide waiver through the LEA application process in order to operate the Title I schoolwide program in a targeted assistance Tier I or Tier II participating school.

- f. Considered the following when selecting the intervention model(s) for its school(s):
 - i. The intervention model is suitable for the school, given factors such as past achievement results, past improvement efforts, and community context.
 - ii. The intervention model is suitable in terms of access to the external partners/providers that will be needed for successful implementation.
 - iii. The intervention model is suitable in terms of the district's policy environment, its contextual factors (e.g., availability of staff replacement; if appropriate, availability of higher-achieving schools to receive students of a school that closes), and the district's ability to fully support the implementation and provide effective oversight.
 - iv. The intervention model will result in the most immediate and substantial improvement in learning and school success for the students now attending, given the existing capacity in the school and district.

- (2) The district has demonstrated that it has or is committed to build, with support from OSPI or district-selected external partners (e.g., regional Educational Service Districts), capacity to use *School Improvement Grant* funds to provide adequate resources and related support to each Tier I and Tier II school identified in the district's application in order to implement fully and effectively the selected intervention in each of those schools. Each district's application will be assessed based on the extent to which the district demonstrates that it has or is committed to build capacity in the following areas:
 - a. Provides evidence the district has, or has plans to develop, infrastructures, policies, and practices consistent with OSPI's [*Characteristics of Improved Districts: Themes from Research*](#) that will enable the district to implement the intervention fully and effectively. The four over-arching themes from this research include: Effective Leadership, Quality Teaching and Learning, Support for System-wide Improvement, and Clear and Collaborative Relationships. Evidence may include: developing a network or "partnership zone" to support a cluster of schools that includes the district's Tier I and Tier II schools; revising policies and practices to increase operational flexibility at the building level; creating human management policies for recruitment, selection, placement, training, evaluation, and retention; and developing processes to differentiate resources (e.g., fiscal, human) across the district based on the unique student needs of each school.
 - b. Through the timeline, shows ability to implement the required elements of the selected intervention model(s) in the 2011-12 school year. Certain model components, such as identifying and rewarding teachers and principals who have increased student achievement, may occur later in the process. Moreover, as explained further in Section B-1 of this application, a district may use FY 2010 *SIG* funds for pre-implementation activities prior to fully implementing a model in the 2011–2012 school year. Required elements include, but are not limited to, the following:
 - i. Turnaround Model: Replace the principal; grant principal sufficient operational flexibility (e.g., in staffing, calendars/time, budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and, as applicable, increase high school graduation rates; develop and adopt locally determined "turnaround" competencies to screen and hire up to 50 percent of all existing staff and to select new staff; identify processes for providing increased learning time to all students and staff and for designing job-embedded professional development in collaboration with staff; 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; and provide appropriate social-emotional and community-oriented services and supports for students that address the needs identified in the *Needs Assessment/Audit*. The district will provide timelines indicating its commitment

- to address remaining required, and where appropriate, optional actions.
- ii. Restart Model: Select Educational Management Organization (EMO) to implement Restart Model in 2011-12. Note: The district will retain authority and responsibility for EMOs meeting school goals. The district will also hold the EMO responsible for meeting the final requirements associated with this intervention model.
 - iii. School Closure: Establish timeline for school closure consistent with Washington State legislative requirements (RCW 28A.335.020) on or before July 1, 2012, and for assignment of students to other higher-achieving schools in the district in 2012-13.
 - iv. Transformation Model: Replace the principal (unless the school implemented the transformation model in the last two years and assigned a new principal); grant school sufficient operational flexibility (e.g., in staffing, calendars/time, budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and, as applicable, increase high school graduation rates; provide timeline for identifying and implementing an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with State academic standards; develop schedules for extending learning time for all students and staff and creating community-oriented schools; and provide plan for ensuring that the school receives ongoing, intensive technical assistance and related support from the district, OSPI, regional Education Service District, external consultant, or a designated external lead partner organization (such as a school turnaround organization or an EMO). The district will provide timelines indicating its commitment to address remaining required, and where appropriate, optional actions.
- c. Provides a description of mechanisms for principal and teacher selection and placement for aligning staff competencies to student needs and ensuring teachers and principals have the capability to implement one of the four intervention models. Evidence may include percent of National Board Certified Teachers assigned to each Tier I and Tier II school.
 - d. Provides an explanation of ways the district has addressed the needs of and provided support to these Tier I and Tier II schools in the past; explanation also includes potential reasons for the low performance and lack of progress in the school(s). Evidence may include ways the district has used data and research to support improvement efforts in identified Tier I and Tier II schools and identification of barriers to reform.
 - e. Provides evidence of school board commitment to eliminate any barriers to reform and to facilitate full and effective implementation of the model(s).
 - f. Provides timeline and process to build sufficient district office and school-level administrative and teacher leadership capacity to implement the selected model(s).
 - g. As applicable, provides evidence (e.g., Memorandum of Understanding) of teacher union support with respect to the required elements in the turnaround and transformation models, or for Required Action Districts, requirements outlined in [E2SSB 6696](#);
 - h. As applicable, provides timeline and process for designing and initially implementing an evaluation system that takes into account data on student growth (as defined in [federal guidelines](#)) as a significant factor. The process should describe how the district will collaborate with employee associations to develop locally adopted competencies to measure the effectiveness of staff who can work within the selected intervention(s). For Required Action Districts, the timeline and process align with requirements in E2SSB 6696.
 - i. As applicable, describes strategies to be used in recruiting new principals to implement the turnaround or transformation model.
 - j. As applicable, provides evidence of the availability of EMOs that could be enlisted to implement the restart model.

Note: When assessing applications for competitive *SIGs*, OSPI will use factors such as the following to determine capacity to use school improvement funds as prescribed in the final guidelines:

- Number of Tier I and Tier II schools in the district and if they are in a “feeder pattern” or network/cluster;
- Number of Tier I and Tier II schools in the district currently served in Cohort I of School Improvement Grants;
- Availability and quality of EMOs;
- Teacher talent (e.g., highly qualified educators, advanced degrees, demonstrated success in accelerating student achievement in mathematics and reading, National Board Certification);
- District’s ability to recruit new principal(s) who can effectively implement the turnaround or transformation model;
- Infrastructures and system-wide supports (e.g., coordinated and aligned standards-based curriculum and assessments, response to intervention framework) to fully and effectively implement one of the four intervention models in *each* Tier I school;
- District determination that it can have the greatest impact on student achievement by focusing resources heavily in a subset of Tier I schools, thereby attempting to turnaround some schools before proceeding to others;
- District determination that it can have the greatest impact on student achievement by serving Tier II schools instead of all of its Tier I schools; and
- For the closure model, access and proximity to higher-performing schools in the district.
- Note: For districts applying to serve more than one school through one or more intervention models, the district acknowledges increased demands on its capacity to support multiple intervention models and describes strategies to address those demands.

(3) The district’s proposed budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the district’s application throughout the period of availability of *SIG* funds (2011-12, and pending additional federal school improvement grant funding, 2012-13 and 2013-14). For districts applying to serve their Tier III school(s), the proposed budget supports improvement activities throughout the period of availability of funds. Each district’s application will be assessed based on the extent to which the district addresses the following:

- a. Proposed budget for each identified Tier I and Tier II school is of sufficient size and scope to support full and effective implementation of the selected intervention(s) over a period of three years, through September 30, 2014.
- b. Proposed budget for each identified Tier III school includes the services the district will provide the school at a scale sufficient to support school improvement activities in those schools. A district may “serve” a Tier III school by providing services that directly benefit the school. While the Tier III school must receive some tangible benefit from the district’s use of *SIG* funds, the value of which can be determined by the district, the school need not actually receive *SIG* funds.
- c. Overall proposed budget, with supporting rationale, indicates how the district will allocate school improvement funds over a maximum of a three-year period, with separate budgets for each identified Tier I, Tier II, and Tier III school.
- d. Proposed budget includes funding for district-level activities necessary to support the implementation of school intervention models in identified Tier I and Tier II schools and services/improvement activities in identified Tier III schools.
- e. Proposed budget reflects how the district will sustain improvement efforts after the end of the grant period.
- f. If applicable, proposed budget reflects amounts agreed upon between the district and OSPI to provide technical assistance and other supportive services, and if applicable, proposed budget reflects agreed-upon amounts to contract with external provider(s).

Part 2

The actions in Part 2 are ones that a district may have taken, in whole or in part, prior to submitting its application but, most likely, will take after receiving a *School Improvement Grant*. With the approval of districts, OSPI may provide technical assistance and support to implement all or part of the actions listed below. Each district's application and subsequent monitoring of implementation will be assessed based on the extent to which the district addresses the components listed below. This application forms the foundation for the short- and long-term improvement plans that districts will use to implement the required elements of the intervention model(s).

- (1) Design and implement intervention(s) consistent with the final requirements in federal legislation and state legislation (E2SSB 6696).
 - a. Describes district actions to recruit, screen, select, assign, and retain high-performing teachers and leaders, i.e., those with demonstrated success in substantially raising student achievement. At a minimum, evidence includes: description of the rigorous process used to recruit, place, and retain high-performing teachers and leaders (e.g., financial incentives, increased leadership opportunities, opportunities for promotion); collaborative process used to identify locally adopted competencies; and process for screening and selecting staff to meet the unique needs of its schools.
 - b. Describes other district procedures and practices that support full and effective implementation of the intervention(s) in Tier I and Tier II school(s) and as applicable, school improvement activities/services in Tier III school(s). Evidence may include current/planned policies and practices related to the following: time for teachers to collaborate, plan, and engage in professional development and collaborate within and across grades and subject areas; sufficient operating flexibility to fully implement the intervention(s) and improvement activities; sufficient instructional minutes/year; and teacher/leader assignment and evaluation processes that take into account data on student growth.
 - c. Describes district actions that will promote the continuous use of student data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. Evidence of the district's current use or plans to implement the continuous use of student data may include agendas/schedules from trainings on how to use multiple forms of data to inform instructional decisions at the student, classroom, and school levels.
 - d. Describes processes to ensure a clear focus on student learning and to communicate and reinforce high expectations and accountability for adults. Evidence may include agendas from district leadership and school board meetings that highlight ways the district/school monitors actions related to increasing teacher and leader effectiveness and agendas/schedules for professional development focused on improving and accelerating student learning.
 - e. Describes district actions that will ensure coordinated and aligned curriculum and assessment systems and support clearly defined quality instructional practice in Tier I, Tier II, and Tier III schools. The district may describe current practice and/or plans to adopt a common instructional model or to implement the following: gap analyses of current curriculum in mathematics and reading as compared to State standards; development of pacing guides to implement aligned curriculum; cross-grade level and content area collaboration to ensure alignment of curriculum from grade to grade and across content areas; implementation of an assessment and intervention system, such as *Response to Intervention*, to provide core curriculum and strategic and intensive interventions designed to ensure all students achieve to standards; and use of classroom walkthrough protocols around an evidence-based and commonly understood instructional model.
 - f. Describes actions the district has taken or will take to ensure each identified Tier I and Tier II school receives ongoing, intensive technical assistance. Evidence may include: assignment of district office staff as liaisons to each Tier I and Tier II school to ensure collaboration and

- communication between the district and school; assignment of additional personnel (e.g., instructional coaches, leadership coaches, turnaround specialists); agreements with OSPI to provide technical assistance and supportive services; or contracts with EMOs and/or other external partners, such as regional Educational Service Districts, to provide technical assistance.
- g. Specifically addresses each “required action” for selected intervention(s) in budget and timeline.

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

- a. Provides an explanation of how the district determined that engagement of external partners is expected to result in substantial raises in student achievement. Explanation may address the following: description of types of data and research used to make the decision to engage external partners (e.g., *Needs Assessment/Audit*, district-level capacity), and expectations for external partners with respect to required, and if applicable, optional actions for intervention(s) and improvement activities.
- b. If the district plans to use an external lead partner, response describes selection process. Evidence includes description of ways the district collaborated with OSPI or other educational agencies to create a rigorous process for recruiting, screening, and selecting external provider(s) and the criteria and rubric used to match applicant credentials and qualifications to specific intervention(s) and improvement activities/services, school level, and needs.
- c. Describes evaluation process that will be used to monitor supports and services provided by external lead partner(s). Description may include: steps and timeline for implementing the evaluation process, data (e.g., progress toward annual goals and leading indicators) used to monitor and assess implementation and impact of intervention(s) and/or improvement activities, process for determining additional metrics used in the evaluation process (if any), and opportunities for stakeholder involvement in the process.

Note: If the district and OSPI mutually agreed to implement improvement activities/services, the district’s response must identify the agreed-upon intervention model components to be delivered and the expected timeline.

(3) Align other resources with the intervention(s).

- a. Dedicates resources needed to fully and effectively implement each intervention as defined in federal guidelines. Resources may include: personnel (e.g., assigning effective teachers and leaders, instructional coaches, leadership coaches, turnaround specialists, additional staffing, and district liaisons to the district’s persistently lowest-achieving schools); federal, state, and local funding sources and funding from private/public partnerships that will be used in addition to *SIG* funds; technology (e.g., data systems and assessment systems); standards-based curriculum and assessment materials; and partnerships with community agencies.
- b. Describes systematic processes in which district office and building administrators work together to analyze, coordinate, blend, and align available resources to support the intervention(s). The district’s response may include description of resources needed to support the continuous improvement process and intervention(s) used in Tier I and Tier II school(s); data (demographic, contextual, and student performance) collected and analyzed to differentiate and coordinate resources; collaborative decision-making process used in differentiating resources; evidence of alignment of the intervention(s) with other district/school initiatives and grants; process to acquire additional resources and partnerships aligned with the intervention model(s); plan to sunset current initiatives that may hinder reform efforts; and plan for continuously reviewing and making timely adjustments in resource allocations to assure each Tier I and Tier II school receives the resources necessary to make adequate yearly progress (AYP) and exit improvement status.

(4) Modify practices or policies, if necessary, to enable full and effective implementation of the

intervention model(s).

- a. Identifies process to review current practices and policies that support or impede reform efforts at identified Tier I, Tier II, and Tier III schools. Evidence may include the following: timeline for reviewing current policies and practices; process for annually reviewing and revising board policies and procedures; opportunities for involving stakeholders; data used to assess impact of practices and policies on full and effective implementation of intervention model(s); and identification of district practices or policies that research (e.g., OSPI's *Characteristics of Improved Districts: Themes from Research*) suggests can support or impede implementation of intervention(s). Response may also include evidence of district's assessment of current practices and policies in light of required, and as appropriate, optional actions for selected intervention(s).
- b. Identifies processes and policies related to recruiting and retaining highly effective teachers and leaders to work in the district's persistently lowest-achieving schools. Response may include process and timeline to (i) address issues in collective bargaining agreements that may impact implementation of intervention(s), if needed; (ii) collaboratively identify teacher and leader competencies essential for full implementation of intervention(s) and improvement activities; and (iii) provide competitive salaries and benefits, as well as professional autonomy and flexibility.
- c. Describes processes for intentional, frequent communication between superintendent/district office and staff in participating schools. The response identifies multiple methods for ongoing communication and opportunities for collaboration to build clarity, commitment, and consistency in district practices.
- d. Describes process to examine system-wide alignment of programs and practices with the selected intervention(s). The district's response may include the following: identification of current programs and practices that may support or impede the intervention(s); description of the process, including timeline and data collected, for assessing the impact of these programs and practices on the intervention(s); and strategies for aligning these programs and practices with the required and, if applicable, optional actions for the intervention(s).
- e. As applicable, describes processes and policies related to preparing principals and teacher/leaders in targeted assistance Tier I and Tier II participating school(s) to operate schoolwide programs, through the schoolwide waiver, by the beginning of the 2011-12 school year.

(5) Sustain the reforms after the funding period ends. Describes system-wide infrastructures the district has developed, or will develop, to sustain reforms in Tier I, Tier II, and Tier III schools over time.

The district's response may identify the following:

- a. Board-adopted policies and practices (e.g., personnel policies focused on recruiting and retaining effective teachers and leaders in persistently lowest-achieving schools; system for providing competitive salaries and benefits).
- b. Systems and supports for Tier I and Tier II schools to (i) sustain changes and innovations reflecting the required elements of the intervention(s) (e.g., teacher/leader effectiveness, instructional and support strategies, extended learning time for all students and staff, and governance in the turnaround and transformation models); (ii) engage in a continuous improvement process; (iii) monitor targeted changes in practice and student outcomes; and (iv) make adjustments as needed to meet identified goals.
- c. Systems and supports for Tier III schools to (i) sustain changes and innovations resulting from implementation of school improvement plans, (ii) engage in a continuous improvement process, (iii) monitor targeted changes in practice and student outcomes, and (iv) make adjustments as needed to meet identified goals.
- d. Tools, systems, and practices supporting the continuous use of data to inform district, school, and classroom decision making (e.g., disaggregated data in manageable and usable formats, time and training for analyzing data and determining appropriate program adjustments).
- f. Process for delivering collaboratively determined, job-embedded professional development to

increase teacher and leader effectiveness and to help staff internalize changes, so changes become part of routine practice.

- g. Calendar and schedule that provide extended learning time for all students and staff.
- h. System for continued alignment of curriculum, assessments, and interventions and, for the turnaround and transformation models, system for continued support of instructional model(s) adopted in light of student needs.
- i. Budget that uses federal, state, and local education funding to sustain reforms; includes narrative describing process for differentiating resources to sustain reforms and avoid a “funding cliff” at the conclusion of the grant. The description may also include processes for differentiating resources based on the unique needs of students and schools.
- j. Decision-making processes at the district and school levels that provide for stakeholder involvement and input for sustaining changes, innovations, and a continuous improvement process.

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

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

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

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

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

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

(1) The district's proposed budget includes sufficient funds to support pre-implementation activities essential for full and effective implementation in 2011-12 of selected intervention(s) in identified Tier I and Tier II school(s) and if applicable, selected school improvement activities in identified Tier III school(s). Each district's application will be assessed based on the extent to which it addresses the following:

- a. Proposed budget for each identified Tier I and Tier II school is of sufficient size and scope to support activities during the pre-implementation period (spring and summer 2011) that help the district prepare for full implementation of the selected intervention during 2011-12.
- b. Proposed budget for each identified Tier III school is sufficient to support services during the pre-implementation period that help the district prepare for full implementation of school improvement activities in those schools. A district may "serve" a Tier III school during the pre-implementation period by providing services that directly benefit the school.
- c. If applicable, proposed budget for the pre-implementation period reflects amounts agreed upon between the district and OSPI to provide technical assistance and other supportive services; if applicable, proposed budget reflects agreed-upon amounts to contract with external provider(s).

(2) The following actions may be taken by a district, in whole or in part, during the pre-implementation period to prepare for full and effective implementation of selected intervention(s) in Tier I and Tier II school(s) and school improvement activities in Tier III school(s). With district approval, OSPI may provide technical assistance and support to implement all or part of these actions. For every district that plans to carry out pre-implementation activities, the application and subsequent monitoring of pre-implementation activities will be assessed based on the extent to which the district addresses the components listed below.

- a. Design and implement pre-implementation activities consistent with the final requirements for the

selected intervention(s).

- i. Describes actions the district may take in the spring and summer prior to full implementation, such as those listed below.
 1. Family and Community Engagement: Holding community meetings to review school performance, discuss selected intervention model(s), and develop school improvement plans; communicating with parents and the community about school status, improvement plans, and local service providers for health, nutrition, or social services; or holding open houses and orientation activities for students and their parents regarding the intervention model(s) and anticipated changes.
 2. Rigorous Review of External Providers: As applicable, conducting a rigorous review process to select an EMO or contracting with other external providers to assist in planning activities necessary for full implementation of the selected school intervention model(s) in 2011-12. See Section B, Part 2 (2) for additional information.
 3. Staffing: Recruiting and hiring principal, leadership team, instructional staff, and administrative support; evaluating the strengths and areas of need for current staff; or continuing to pay unassigned teachers removed from the classroom.
 4. Instructional Programs: Providing remediation and enrichment to students in schools implementing an intervention model at the start of the 2011-12 school year; identifying and purchasing research-based instructional materials that align with State academic standards and demonstrate data-based evidence of raising student achievement; or compensating staff for instructional planning.
 5. Professional Development and Support:
 - a. Training staff on the implementation of new or revised instructional programs and policies aligned with the school's comprehensive instructional plan and intervention model; providing instructional support aligned with the school's comprehensive instructional plan and intervention model, such as classroom coaching, structured common planning time, and observing classroom practice; or training new staff on the evaluation system and locally adopted competencies.
 - b. Establishing a district turnaround office (e.g., assigning instructional coaches, leadership coaches, turnaround specialists).
 - c. Accessing technical assistance and support through OSPI's *Washington Improvement and Implementation Network (WIIN) Center* or external partner(s) (e.g., regional Educational Service Districts) for activities such as comprehensive and effective system-wide planning; conducting gap analyses of current curricula in mathematics and reading; designing and implementing classroom walkthrough protocols and research-based instructional strategies and models; aligning curriculum with State standards; developing pacing guides to implement aligned curriculum; increasing student, family, and community support; and examining organizational structure and resources.
 6. Preparation for Accountability Measures: Developing and piloting a data system for use in *SIG*-funded schools; analyzing baseline data on leading indicators; or developing and adopting interim assessments for use in *SIG*-funded schools.
 7. Supporting a Targeted Assistance School: A targeted assistance school that receives *SIG* funds to begin implementation of an intervention model in the 2011-12 school year must operate a schoolwide Title I program, through the schoolwide waiver, by the beginning of the 2011-12 school year. *SIG* funds may be used to prepare a targeted assistance Tier I or Tier II Title I participating school to operate a schoolwide program in order to fully implement the selected intervention model.
 8. Preparation for Use of Technology: As applicable, using *SIG* funds for minor remodeling necessary to support technology if the costs are directly attributable to implementing the

intervention model and are reasonable and necessary.

- ii. Describes processes to ensure a clear focus on student learning and to communicate and reinforce high expectations and accountability for adults. Evidence may include agendas/schedules for professional development that focus on improving and accelerating student learning or implementing a common instructional model.
 - iii. Specifically addresses “required actions” for selected intervention(s) and needs identified by the district and the *Needs Assessment/Audit*.
 - iv. As applicable, describes evaluation process used to monitor supports and services provided by external lead partner(s) during the pre-implementation period. Description may include: steps and timeline for the evaluation process, development of data dashboard for monitoring progress toward annual goals and leading indicators, process for determining additional metrics used in the evaluation process (if any), and opportunities for stakeholder involvement in the process.
 - v. If the district and OSPI mutually agreed to implement improvement activities/services, the district’s response must identify the agreed-upon pre-implementation services to be delivered, their alignment with the selected intervention model(s) and school needs identified by the district, and the expected timeline (spring and summer 2011).
- b. Align other resources to support activities during the pre-implementation period.
- i. Dedicates resources needed for activities during the pre-implementation period that prepare for full and effective implementation of the selected intervention(s) in identified Tier I and Tier II school(s) and school improvement activities in identified Tier III school(s) during 2011-12. Resources may include: personnel (e.g., assigning effective teachers and leaders, instructional coaches, leadership coaches, turnaround specialists, additional staffing, or district liaisons to the district’s persistently lowest-achieving schools); federal, state, and local funding sources and funding from private/public partnerships that will be used in addition to its *SIG* funds; technology (e.g., data systems and assessment systems); and partnerships with community agencies.
 - ii. Describes systematic processes that support collaboration among district office and building administrators to analyze, coordinate, blend, and align available resources for pre-implementation activities. The response may include description of resources needed to support the continuous improvement process and intervention(s) used in Tier I and Tier II school(s); data (demographic, contextual, and student performance) collected and analyzed to differentiate and coordinate resources; collaborative decision-making process used in differentiating resources; evidence of alignment of the intervention(s) with other district/school initiatives and grants; or process to acquire additional resources and partnerships aligned with the intervention model(s).

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:

When assessing applications for competitive *SIGs*, OSPI will use factors such as the following to determine whether a district lacks capacity to implement a school intervention model in each Tier I school:

- (1) If OSPI determines the district has more capacity than is indicated in its application, OSPI will meet with district leadership to:
 - a. Discuss capacity issues identified by the district as impacting its ability to fully and effectively implement one of the four interventions (e.g., insufficient numbers of f teachers and administrators with capacity to turnaround its Tier I and Tier II schools; lack of comprehensive assessment that informs instructional decisions at the individual student, classroom, school, and district level);
 - b. Review data and other evidence used by the State to determine the district does have sufficient capacity to fully and effectively implement one of the four interventions (e.g., analysis of district leadership and teacher quality indicating sufficient educators with capacity to turnaround low-achieving schools; access to high-quality professional development through the State and regional Educational Service Districts); and
 - c. Support the district to identify ways in which it can utilize its current capacity to fully and effectively implement the intervention.

- (2) If requested, OSPI will provide support to districts in the following areas:
 - a. Quality Instruction: Provide professional development and coaching support to administrators and teacher/leaders to build capacity for implementing evidence-based practices and innovations essential for substantially raising the achievement of all students and turning around low achieving schools. Areas include: implementing classroom walkthrough protocols and research based instructional strategies and models; aligning curriculum, assessments, and interventions with State standards in reading and mathematics and addressing identified gaps; ensuring continuous use of student data to inform and differentiate instruction; and developing capacity of teachers and principals as instructional leaders.

- b. Effective Human Management Systems: Provide administrators and teacher/leaders with professional development to build human management systems for recruiting, hiring, assigning, training, evaluating, and retaining teachers and leaders effective in turning around low-achieving schools.
 - c. Effective Use of Formative, Interim, and Summative Data: Provide administrators and teacher/leaders with professional development to gather, analyze, store, and retrieve a variety of data to measure progress toward meeting leading indicators and annual achievement goals. Additional technical assistance in using Washington’s *Online Tracker* for improvement planning and *DataDirector™* for formative and summative assessments will be provided.
 - d. Implementation of Title I Schoolwide Program in Targeted Assistance Tier I or Tier II School(s): Prepare administrators and teacher/leaders in targeted assistance Tier I or Tier II participating school(s) to operate a Title I schoolwide program in order to fully implement the selected intervention model(s).
 - e. Qualified EMOs: Identify and vet a pool of Comprehensive Educational Service Providers demonstrating success at turning around low-achieving schools, substantially raising student achievement, and providing a variety of specialized technical assistance in areas such as data analysis, classroom walkthrough protocols, implementation of evidence-based instructional model(s), alignment of curriculum to State standards and inclusion of supplementary materials to address identified gaps, and leadership development.
- (3) When determining district capacity to use school improvement funds as prescribed in the final guidelines, OSPI will take into account such factors as:
- a. Number of Tier I and Tier II schools in the district and if they are in a “feeder pattern” or network.
 - b. Number of Tier I and Tier II schools in the district currently served in Cohort I of School Improvement Grants.
 - c. Availability and quality of EMOs that may be enlisted to implement the restart model.
 - d. Teacher talent (e.g., highly qualified educators, advanced degrees, demonstrated success in accelerating student achievement in mathematics and/or reading).
 - e. District’s ability to recruit new principal(s) who can effectively implement the turnaround or transformation model.
 - f. Infrastructures and system-wide supports (e.g., common instructional model, coordinated and aligned standards-based curriculum and assessments, response to intervention framework) and adequate *SIG* grant funds to fully and effectively implement one of the four intervention models in *each* Tier I school.
 - g. District assessment that it can have the greatest impact on student achievement by focusing resources heavily in a subset of Tier I schools, thereby attempting to turnaround some schools before proceeding to others.
 - h. District assessment that it can have the greatest impact on student achievement by serving Tier II schools instead of all of its Tier I schools.
 - i. For the closure model, access and proximity to higher-performing schools.

Note: The district may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve its Tier III schools.

- (4) If OSPI determines the district has more capacity than is indicated in its application, OSPI will provide support to districts in the following areas:
- a. Quality Instruction: Provide professional development and coaching support to administrators and teacher/leaders to build capacity for implementing evidence-based practices and innovations essential for substantially raising the achievement of all students and turning around low-achieving schools. Areas include: implementing classroom walkthrough

- protocols and research-based instructional strategies and models; aligning curriculum, assessments, and interventions with State standards in reading and mathematics and addressing identified gaps; ensuring continuous use of student data to inform and differentiate instruction; and developing capacity of teachers and principals as instructional leaders.
- b. **Effective Human Management Systems:** Provide administrators and teacher/leaders with professional development to build human management systems for recruiting, hiring, assigning, training, evaluating, and retaining teachers and leaders effective in turning around low-achieving schools.
 - c. **Effective Use of Formative, Interim, and Summative Data:** Provide administrators and teacher/leaders with professional development to gather, analyze, store, and retrieve a variety of data to measure progress toward meeting leading indicators and annual achievement goals. Additional technical assistance in using Washington's *Online Tracker* for improvement planning and *DataDirector*TM for formative and summative assessments will be provided.
 - d. **Implementation of Title I Schoolwide Program in Targeted Assistance Tier I or Tier II School(s):** Prepare administrators and teacher/leaders in targeted assistance Tier I or Tier II participating school(s) to operate a Title I schoolwide program in order to fully implement the selected intervention model(s).
 - e. **Qualified EMOs:** Identify and vet a pool of [Comprehensive Educational Service Providers](#) demonstrating success at turning around low-achieving schools, substantially raising student achievement, and providing a variety of specialized technical assistance in areas such as data analysis, classroom walkthrough protocols, implementation of evidence-based instructional model(s), alignment of curriculum to State standards and inclusion of supplementary materials to address identified gaps, and leadership development.

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

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

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

(1) OSPI will implement the following process and timeline for approving district applications. Note: Applications submitted by Required Action Districts will serve as the proposed action plan required by State legislation ([E2SSB 6696](#)).

1. Process: Funds will be allocated as prescribed in federal guidelines. OSPI will prioritize based on criteria listed below.
 - i. Districts that apply to serve Tier I or Tier II schools or districts that have been designated for required action through E2SSB 6696.
 1. Greatest Need: Districts designated for required action demonstrate the lowest achievement in the all students group in reading and mathematics combined based on the past three years of state assessment data and demonstrate the most significant negative improvement trend over a three year period less than the State's trend when compared to other persistently low-achieving schools on the Tier I or Tier II list. Districts given this designation may prevent other Tier I or Tier II schools from receiving a 2010 SIG award.
 - ii. Additional consideration may be given to the following:
 1. Geographic distribution of Tier I and Tier II schools throughout the State.
 2. Number of schools served in each tier.
 3. Size of schools within each tier.
 - iii. If *SIG* grants have been awarded to each district that requested funds to serve a Tier I or Tier II school, then OSPI may award remaining *SIG* funds to districts that seek to serve Tier III schools, including districts that apply to serve only their Tier III schools.
 - iv. A district with one or more Tier I schools will not be awarded *SIG* funds to serve only its Tier III schools.
 - v. Funds will not be awarded to districts for their Tier III schools, unless and until OSPI has awarded funds to fully serve all Tier I and Tier II schools across the state that districts commit to serve.

Additional information related to final funding follows:

<i>School Improvement Grant (Federal Guidelines)</i>	<i>Required Action Districts (Federal Guidelines and State Legislation)</i>
<p>Consideration Pool All schools on the State's FY2010 list of Persistently Lowest-Achieving Schools (PLAs) as defined in Section A of the State's application.</p>	<p>Consideration Pool As prescribed in E2SSB 6696, the subset of districts with schools on the State's FY2010 list of Persistently Lowest-Achieving Schools (PLAs) that meet either of the following:</p> <ol style="list-style-type: none"> 1. District was eligible to apply on behalf of its Tier I or Tier II school for the FY2009 competition (Cohort I), but did not; or 2. District has a Tier I or Tier II school on the FY2010 list of PLAs and the district is not

	currently funded through Cohort I of the School Improvement Grant.
<p>Priority for Selection</p> <p>1. Overall quality of district application: District addresses all required elements and demonstrates greatest need, strongest commitment, and capacity to serve; describes strategies to implement required elements of selected intervention(s), including extending learning time for all students and staff; and addresses competing initiatives.</p> <p>2. Schools that have been on the persistently lowest-achieving list for two consecutive years.</p>	<p>Priority for Selection</p> <p>Greatest need, which is determined by applying the following criteria—in the order listed—to the school’s performance on state assessments:</p> <p>i. School’s performance demonstrates declining improvement trends based on the last three years of data in reading and mathematics combined.</p> <p>ii. School’s performance improves at a rate less than the State average in reading and mathematics combined in the most recent past three years for which data are available as measured by state assessment scores.</p> <p>iii. School’s performance demonstrates the lowest levels of achievement in the “all students” group in reading and mathematics combined for the past three consecutive years.</p> <p>iv. School’s performance demonstrates the lowest rate of improvement in reading and mathematics combined for the past three years.</p>

b. Timeline:

Date	Action	School Improvement Grant	Required Action District
Dec 1, 2010	OSPI notifies districts with potential persistently-lowest achieving schools. OSPI sends written notification of recommendation for designation as a Required Action District to district superintendent.	X	X
Dec 14, 2010	OSPI publishes list of Comprehensive Educational Service Providers (CESPs).	X	X
Dec 15, 2010	Districts notify OSPI in writing of request for reconsideration of designation as a Required Action District within 10 school days of service of notification.		X
Jan 2011	OSPI publishes list of Tier I, Tier II, and Tier III schools immediately after final approval of State application by ED.	X	X
Jan 7, 2011	OSPI notifies districts of their eligibility to participate in competitive application process for <i>SIGs</i> , pending ED approval of State application.	X	
Jan 12, 2011	OSPI submits recommendation for Required Action Districts to State Board of Education (SBE); SBE takes action on the recommendation.		X
Jan 14, 2011	Districts applying for competitive <i>SIGs</i> submit their <i>Statement of Interest</i> .	X	
Jan 19, 2011	OSPI posts application template, instructions, scoring guide, and related information on the electronic application system (i.e., iGrants); print copies of application, federal school improvement grant guidelines, instructions and scoring guide sent to eligible districts. Required Action Districts will utilize the same application process to submit their proposed required action plan.	X	X
Jan 20, 2011	OSPI conducts informational webinar for districts to complete applications for <i>SIGs</i> .	X	
Jan 20, 2011	OSPI conducts informational webinar for Required Action Districts to complete their application/proposed action plan.		X
Jan 21, 2011	OSPI establishes External Review Panel for district applications.	X	X

Jan – Mar 2011	OSPI issues weekly FAQs (questions and answers) to affected district superintendents following webinars. Web email address SIG@k12.wa.us will be used for frequently asked questions.	X	X
Jan 24-Feb 18, 2011	<i>School-Level Needs Assessments</i> (or, for Required Action Districts, <i>Academic Performance Audits of the School and District</i>) are conducted in each Tier I and Tier II school that districts have indicated they will apply to serve and in identified schools in Required Action Districts. Reports will be provided to district superintendents within one week of the assessment/audit.	X	X
Mar 4, 2011	Districts submit applications.	X	X
Mar 8-10, 2011	External Review Team scores district applications.	X	X
Mar 10, 2011	Districts submit required action plans to State Board of Education (SBE); SBE takes action regarding district plans.		X
Mar 14-18, 2011	OSPI reviews district applications and results of the external review.	X	X
Mar 21-25, 2011	OSPI conducts face-to-face interviews.	X	X
Mar 31, 2011	OSPI announces awardees of competitive <i>SIGs</i> .	X	
Apr 22, 2011	OSPI allocates funding to districts through the electronic application system (i.e., iGrants); districts submit final budget request in iGrants.	X	X
Apr 29, 2011	OSPI posts all final district applications for <i>SIGs</i> and proposed action plans from Required Action Districts on OSPI website.	X	X
Spring – Summer 2011	Districts and schools conduct pre-implementation activities.	X	X
Spring – Summer 2011	OSPI and districts monitor pre-implementation activities.	X	X
Aug 2011	Districts and schools begin implementation of intervention model(s)	X	X

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, which the SEA intends to use to prioritize among Tier III schools.

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

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

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

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

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

(2) OSPI’s process for reviewing a district’s annual goals for student achievement (approved by OSPI), and, if applicable, annual goals to reduce dropout rates and increase graduation rates (also approved

by OSPI), for its Tier I and Tier II schools to determine whether to renew the district's *SIG* if one or more of these schools are not meeting those goals and making progress on the leading indicators in Section III of the final requirements includes the following:

- a. Reviewing proposed annual goals and targets for leading indicators: OSPI will review annual goals and targets for leading indicators submitted in the district's application to ensure they are sufficiently rigorous and will lead to schools substantially raising student achievement and making significant progress toward exiting improvement status by the end of the funding period.
- b. Determining if school is meeting or making progress towards annual goals and leading indicators:
 - i. OSPI will review results from the external evaluation and reports from monitoring visits to determine progress toward goals and indicators. Additionally, each participating district will submit an annual report that includes data regarding annual goals and leading indicators.
 - ii. OSPI will compare the data regarding progress on annual goals and leading indicators to targets established in the district's application and agreed upon by OSPI to determine if each Tier I and Tier II school is meeting annual goals and making progress on leading indicators. As needed, representatives from OSPI will meet with district personnel to gather additional information. OSPI will provide each district with a written summary of its findings.
- c. Deciding to renew: Districts in Cohort II of School Improvement Grants update their *SIG* budgets each spring for the subsequent school year (i.e., 2012-13 and 2013-14) through OSPI's electronic application system. OSPI will consider the criteria listed below when determining whether to renew all or a portion of the district's *SIG* (and for those districts designated for required action) and will provide each district with a summary of its findings by April 30.
 - i. Monthly or quarterly reports or formative assessment data to determine on an ongoing basis if the school is on track to meet annual goals and targets for leading indicators.
 - ii. Evidence of the district's commitment and fidelity of implementation of the intervention model(s), as described in Section B of its application.
 - iii. Actions the district has taken to build capacity for using *SIG* funds to provide adequate resources and related support to each Tier I and Tier II school identified in the district's application in order to implement fully and effectively the selected intervention in each of those schools.
 - iv. As it becomes available, the difference between annual goals and leading indicators established in the district's application/approved by OSPI and the annual outcomes for each school.
 - v. As it becomes available, the difference between individual school results and state results on state assessments in reading and mathematics for both absolute performance and growth/gains for the "all students" group and for each subgroup.

Note: If the school is not making satisfactory progress as indicated through monthly or quarterly reports or formative assessment data, then the district is required to describe actions it will take to accelerate improvement in identified school(s); provide rationale for the lack of progress in identified school(s); explain why consideration should be given to continued funding for that school(s); and identify actions the district will take in order to accelerate improvement in that school(s).

- (3) OSPI's process for reviewing the goals a district establishes for its Tier III schools (subject to OSPI approval) to determine whether to renew the district's *SIG* if one or more Tier III schools in the district are not meeting those goals includes:
 - a. Determining if school is meeting or making progress toward goals:
 - i. OSPI will review results from the external evaluation and reports from monitoring visits to determine progress toward goals. Additionally, each participating district will submit an annual report that includes data regarding annual goals.
 - ii. OSPI will compare the data regarding progress on annual goals to targets established in the

- district’s application and agreed upon by OSPI to determine if each Tier III school is meeting annual goals. As needed, representatives from OSPI will meet with district personnel to gather additional information. OSPI will provide each district with a written summary of its findings.
- d. Deciding to renew: Districts in Cohort II of School Improvement Grants update their *SIG* budgets each spring for the subsequent school year (i.e., 2012-13 and 2013-14) through OSPI’s electronic application system. OSPI will consider the criteria listed below when determining whether to renew all or a portion of the district’s *SIG* iGrant and will provide each district with a summary of its findings by April 30.
 - i. Monthly or quarterly reports or formative assessment data to determine on an ongoing basis if the school is on track to meet annual goals.
 - ii. Evidence of the district’s commitment and fidelity of implementation of selected school improvement activities.
 - iii. Actions the district has taken to build capacity for using *SIG* funds to provide adequate resources and related support to each Tier III school identified in the district’s application in order to implement fully and effectively improvement activities in each of those schools.
 - iv. As it becomes available, the difference between annual goals established in the district’s application/approved by OSPI and the annual outcomes for each school.
 - v. As it becomes available, the difference between individual school results and state results on state assessments in reading and mathematics for both absolute performance and growth/gains for the “all students” group and for each subgroup.

Note: If the school is not making satisfactory progress as indicated through monthly or quarterly reports or formative assessment data, then the district is required to describe actions it will take to accelerate improvement in identified school(s); provide rationale for the lack of progress in identified school(s); explain why consideration should be given to continued funding for that school(s); and identify actions the district will take in order to accelerate improvement in that school(s).

- (4) OSPI will monitor each district receiving *SIG* funds to ensure it implements the selected school intervention model(s) fully and effectively in the Tier I and Tier II school(s) the district is approved to serve. OSPI’s plan addresses not just needs related to implementation of the school intervention model(s), but also looks toward building capacity of districts to better support their local schools in all aspects of school performance. Processes include:
 - a. Scheduled reviews of implementation progress through Washington’s *Online Tracker* system.
 - b. Scheduled phone and in-person interviews and on-site visits with key district and school leadership to review and analyze all facets of a school’s implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment. OSPI assigns a set of *SIG* schools and their districts to liaisons. On-site visits and interviews by liaisons focus on monitoring, implementation, and technical assistance. Liaisons engage with district and school personnel in conversations, in conducting building and classroom walkthroughs, and in reviewing required elements of the intervention model. At the conclusion of the visit, liaisons provide a summary report for OSPI, the building principal, and the district superintendent.
 - c. Joint OSPI/district review of school-level implementation of intervention model(s) and mid- and end-of-year reviews of budget expenditures submitted through iGrants.
 - d. Submission of quarterly summary reports by the district regarding monitoring/oversight and progress the school has made towards identified goals.
 - e. OSPI’s external evaluation of statewide improvement initiatives for 2011-14, which will include the schools/districts receiving *School Improvement Grants*.

- (5) In the event OSPI does not have sufficient school improvement funds to serve all eligible schools for which each district applies, allocations will be prioritized as described in Section D Part 1 (1). Specifically, funds will be allocated as prescribed in federal guidelines and recently enacted State legislation. OSPI will prioritize based on criteria listed below.
- a. Districts that apply to serve Tier I or Tier II schools or districts that have been designated for required action through E2SSB 6696. Additional consideration may be given to the following:
 - i. Geographic distribution of Tier I and Tier II schools throughout the State.
 - ii. Number of schools served in each tier.
 - iii. Size of schools within each tier.
 - b. Required Action districts are provided priority for selection for a school improvement grant over other eligible Tier I or Tier II schools based on the following:
 - i. Greatest Need: Districts designated for required action demonstrate the lowest achievement in the all students group in reading and mathematics combined based on the past three years of state assessment data and demonstrate the most significant negative improvement trend over a three year period less than the State's trend when compared to other persistently low-achieving schools on the Tier I or Tier II list. Districts given this designation may prevent other Tier I or Tier II schools from receiving a 2010 SIG award.
 - c. If *SIG* grants have been awarded to each district that requested funds to serve a Tier I or Tier II school, then OSPI may award remaining *SIG* funds to districts that seek to serve Tier III schools, including districts that apply to serve only their Tier III schools.
 - d. A district with one or more Tier I schools will not be awarded *SIG* funds to serve only its Tier III schools.
 - e. Funds will not be awarded to districts for their Tier III schools, unless and until OSPI has awarded funds to fully serve all Tier I and Tier II schools across the state that districts commit to serve.

Additional information related to final funding follows:

<i>School Improvement Grant (Federal Guidelines)</i>	<i>Required Action Districts (Federal Guidelines and State Legislation)</i>
<p>Consideration Pool All schools on the State's FY2010 list of Persistently Lowest-Achieving Schools (PLAs) as defined in Section A of the State's application.</p>	<p>Consideration Pool As prescribed in E2SSB 6696, the subset of districts with schools on the State's FY2010 list of Persistently Lowest-Achieving Schools (PLAs) that meet either of the following:</p> <ol style="list-style-type: none"> 1. District was eligible to apply on behalf of its Tier I or Tier II school for the FY2009 competition (Cohort I), but did not; or 2. District has a Tier I or Tier II school on the FY2010 list of PLAs and the district is not currently funded through Cohort I of the School Improvement Grant.
<p>Priority for Selection</p> <ol style="list-style-type: none"> 1. Overall quality of district application: District addresses all required elements and demonstrates greatest need, strongest commitment, and capacity to serve; describes strategies to implement required elements of selected intervention, including extending learning time for all students and staff; and addresses competing initiatives. 	<p>Priority for Selection Greatest need, which is determined by applying the following criteria—in the order listed—to the school's performance on state assessments:</p> <ol style="list-style-type: none"> 1. School's performance demonstrates declining improvement trends based on the last three years of data in reading and mathematics combined. 2. School's performance improves at a rate less than the

2. Schools that have been on the persistently lowest-achieving list for two consecutive years.

State average in reading and mathematics combined in the most recent past three years for which data are available as measured by state assessment scores.

3. School's performance demonstrates the lowest levels of achievement in the all students group in reading and mathematics combined for the past three consecutive years.

4. School's performance demonstrates the lowest rate of improvement in reading and mathematics combined for the past three years.

- (6) OSPI may use one or both of the following factors in prioritizing among Tier III schools:
- a. The school is in a feeder pattern of a Tier I or Tier II school the district has committed to serve.
 - b. Selection of the school enables OSPI to award *SIG* funds to Tier I, Tier II, and Tier III schools representing the geographic, demographic, and economic diversity of Washington State.
- (7) OSPI does not have the authority to take over schools in Washington State.
- (8) At this time, OSPI has not identified any schools with which it will partner in delivering services. OSPI has extended an offer of services to interested districts.

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:

OSPI is reserving an amount not to exceed five percent of its *School Improvement Grant (SIG)* for administration, evaluation, and technical assistance. Activities related to administration, evaluation, and technical assistance that OSPI plans to conduct with federal *SIG* funds are described below.

1. Administration:
 - a. Identifying State’s persistently lowest-achieving schools;
 - b. Preparing the SEA application;
 - c. Developing the district application, instructions, and scoring guide;
 - d. Providing feedback to districts for finalizing their applications.
 - e. Vetting, through a rigorous process, EMOs and external providers to serve the state’s persistently lowest-achieving schools; and
 - f. Developing sample competencies that districts can use to recruit and select staff to work in a turnaround environment.

2. Evaluation:
 - a. Assessing implementation of required elements of the selected intervention model(s);
 - b. Monitoring progress toward annual goals and leading indicators (subject to OSPI approval) in Tier I and Tier II schools receiving *SIG* funds as described above in Section D (4);
 - c. Monitoring progress toward annual goals established for Tier III schools (subject to approval by OSPI) receiving services funded through the *SIG*; and
 - d. Providing written reports to districts based on findings.

Note: In Washington State, recipients of *SIGs* are designated as *MERIT Network Schools/Districts*. “*Merit*” connotes being worthy of recognition and respect. This acronym also represents anticipated outcomes for schools receiving *School Improvement Grants: Models of Equity and Excellence through Rapid Improvement and Turnaround*. *MERIT* liaisons are assigned to each *SIG* school/district for monitoring implementation and impact and identifying technical assistance needed to support implementation of selected intervention model(s).

3. Technical Assistance: Providing support and resources for pre-implementation activities and for full and effective implementation of selected intervention(s) in districts with Tier I and Tier II school(s) awarded *SIGs* and in Required Action Districts. Activities may include reviewing student achievement and advanced achievement gap analyses data; evaluating current policies and practices that support or impede reform; assessing the strengths and weaknesses of school leaders, teachers, and staff; identifying and screening outside partners; disseminating model processes to assist districts in completing needs assessments; providing specific data (e.g., student achievement, teacher assignment and mobility, college and career readiness) for districts to use in needs assessment processes; and, as applicable, implementing schoolwide Title I programs in targeted assistance Tier I and Tier II participating schools.

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 the Washington Education Association (WEA), Association of Washington School Principals (AWSP), Washington Association of School Administrators (WASA), Washington State Board of Education, Washington State Educational Service Districts (ESDs), Superintendents of MERIT districts from Cohort I, and the Governor's Executive Policy Office.

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 Washington State 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]** 30.

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 Washington State 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 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.

Attachment 1:

**List by LEA of
Tier I, Tier II, and Tier III Schools,
Including the
Case-by-Case Analysis and Results**



Tier I, II, and III 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
Aberdeen	5300030	McDermoth Elementary	530003000008			x		
Aberdeen	5300030	Miller Junior High	530003000009			x		
Aberdeen	5300030	Robert Gray Elementary	530003000010			x		
Aberdeen	5300030	Stevens Elementary School	530003000011			x		
Anacortes	5300150	Anacortes Middle School	530015000015			x		
Arlington	5300240	Eagle Creek Elementary	530024002248			x		
Arlington	5300240	Presidents Elementary	530024001815			x		
Auburn	5300300	Chinook Elementary School	530030000034			x		
Auburn	5300300	Dick Scobee Elementary School	530030000037			x		
Auburn	5300300	Evergreen Heights Elementary	530030000035			x		
Auburn	5300300	Olympic Middle School	530030000038		x			
Auburn	5300300	Washington Elementary School	530030000042			x		
Battle Ground	5300380	Daybreak Primary	530038000049			x		
Battle Ground	5300380	Maple Grove Primary	530038002279			x		
Battle Ground	5300380	Yacolt Primary	530038000056			x		
Bellevue	5300390	Ardmore Elementary School	530039000058			x		
Bellevue	5300390	Highland Middle School	530039000068			x		
Bellevue	5300390	Lake Hills Elementary	530039000075			x		
Bellevue	5300390	Stevenson Elementary	530039000089			x		
Bellingham	5300420	Alderwood Elementary School	530042000098			x		
Bellingham	5300420	Birchwood Elementary School	530042000100			x		
Bethel	5300480	Camas Prairie Elementary	530048002202			x		
Bethel	5300480	Cedarcrest Junior High	530048001819		x			
Bethel	5300480	Centennial Elementary	530048002250			x		
Bethel	5300480	Chester H Thompson Elementary	530048000121			x		
Bethel	5300480	Evergreen Elementary	530048001748			x		
Bethel	5300480	North Star Elementary	530048002747			x		
Bethel	5300480	Roy Elementary	530048000126			x		
Bethel	5300480	Shining Mountain Elementary	530048001750			x		
Bethel	5300480	Spanaway Elementary	530048000127			x		
Bethel	5300480	Spanaway Junior High	530048000128		x			
Bremerton	5300660	Armin Jahr Elementary	530066000135			x		
Bremerton	5300660	Bremerton High School	530066000139			x		
Bremerton	5300660	Mountain View Middle School	530066001144			x		
Bremerton	5300660	View Ridge Elementary School	530066000146			x		
Brewster	5300690	Brewster Elementary School	530069000148			x		
Brewster	5300690	Brewster High School	530069000149			x		
Brewster	5300690	Brewster Junior High School	530069002284			x		
Bridgeport	5300720	Bridgeport Elementary	530072000150			x		
Bridgeport	5300720	Bridgeport High School	530072000151			x		
Bridgeport	5300720	Bridgeport Middle School	530072001271			x		
Burlington-Edison	5300780	Allen Elementary	530078001154			x		
Burlington-Edison	5300780	West View Elementary	530078000159	x				
Cape Flattery	5300840	Neah Bay Junior/ Senior High School	530084000165			x		
Cascade	5300950	Cascade High School	530095001935			x		
Cascade	5300950	Osborn Elementary	530095001934			x		
Cashmere	5300960	Vale Elementary School	530096000170			x		
Castle Rock	5300990	Castle Rock Elementary	530099000171			x		
Central Kitsap	5301080	Esquire Hills Elementary	530108000182			x		
Central Kitsap	5301080	Fairview Junior High School	530108000183			x		
Central Kitsap	5301080	Woodlands Elementary	530108001752			x		
Central Valley	5301110	Adams Elementary	530111000187			x		
Central Valley	5301110	Broadway Elementary	530111000190			x		
Central Valley	5301110	McDonald Elementary School	530111000197			x		
Central Valley	5301110	North Pines Middle School	530111000198		x			
Cheney	5301230	Cheney Middle School	530123000224			x		
Cheney	5301230	Sunset Elementary	530123000227			x		
Chimacum	5301290	Chimacum Elementary School	530129000232			x		
Chimacum	5301290	Chimacum Middle School	530129002059			x		
Clarkston	5301320	Highland Elementary	530132000236			x		
Clover Park	5301410	Lakeview Elementary	530141000262			x		
Clover Park	5301410	Lochburn Middle School	530141000263			x		
Clover Park	5301410	Oakwood Elementary School	530141000266			x		
Clover Park	5301410	Southgate Elementary School	530141000268			x		
Clover Park	5301410	Tillicum Elementary School	530141000158			x		

Tier I, II, and III 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
Clover Park	5301410	Tyee Park Elementary	530141000270	x				
Clover Park	5301410	Woodbrook Middle School	530141000272			x		
College Place	5301470	Davis Elementary	530147000275			x		
College Place	5301470	Meadow Brook Intermediate School	530147002491			x		
Columbia (Walla Wa	5301590	Columbia Elementary	530159000279			x		
Columbia (Walla Wa	5301590	Columbia Middle School	530159000280			x		
Colville	5301630	Colville Junior High School	530163000283			x		
Colville	5301630	Fort Colville Elementary	530163001898			x		
Concrete	5301660	Concrete Elementary	530166000285			x		
Cusick	5301920	Cusick Jr Sr High School	530192000297			x		
Deer Park	5302070	Arcadia Elementary	530207000306			x		
East Valley (Spokane	5302280	Trent Elementary	530228000315			x		
Eastmont	5302310	Clovis Point	530231002948			x		
Eastmont	5302310	Grant Elementary School	530231000319			x		
Eastmont	5302310	Sterling Intermediate School	530231001762			x		
Easton	5302340	Easton School	530234000324		x			
Edmonds	5302400	Beverly Elementary	530240000330			x		
Edmonds	5302400	Cedar Valley Community School	530240000333			x		
Edmonds	5302400	Spruce Elementary	530240000362			x		
Ellensburg	5302460	Mt. Stuart Elementary	530246000368			x		
Elma	5302490	Elma Elementary School	530249000371			x		
Ephrata	5302610	Columbia Ridge Elementary	530261000384			x		
Ephrata	5302610	Ephrata Middle School	530261000387			x		
Ephrata	5302610	Parkway School	530261002559			x		
Everett	5302670	Emerson Elementary School	530267000394			x		
Everett	5302670	Garfield Elementary School	530267000398			x		
Everett	5302670	Hawthorne Elementary School	530267000400			x		
Everett	5302670	Lowell Elementary	530267000403			x		
Evergreen (Clark)	5302700	Burnt Bridge Creek Elementary Sch	530270002211			x		
Evergreen (Clark)	5302700	Burton Elementary School	530270000413			x		
Evergreen (Clark)	5302700	Crestline Elementary School	530270000416			x		
Evergreen (Clark)	5302700	Ellsworth Elementary School	530270000417			x		
Evergreen (Clark)	5302700	Image Elementary School	530270000420			x		
Evergreen (Clark)	5302700	Marrion Elementary School	530270000421			x		
Evergreen (Clark)	5302700	Orchards Elementary School	530270000423			x		
Evergreen (Clark)	5302700	Sifton Elementary School	530270000425			x		
Evergreen (Clark)	5302700	Silver Star Elementary School	530270000426			x		
Evergreen (Clark)	5302700	Sunset Elementary School	530270000427			x		
Evergreen (Clark)	5302700	York Elementary School	530270003159			x		
Federal Way	5302820	Wildwood Elementary School	530282000455			x		
Ferndale	5302850	Central Elementary	530285000458			x		
Ferndale	5302850	Custer Elementary	530285000459			x		
Ferndale	5302850	Eagleridge Elementary	530285002495			x		
Ferndale	5302850	Mountain View Elem	530285000461			x		
Fife	5302880	Endeavour Intermediate	530288000466			x		
Fife	5302880	Hedden Elementary School	530288002875			x		
Finley	5302910	Finley Elementary	530291000468			x		
Finley	5302910	Finley Middle School	530291002100			x		
Franklin Pierce	5302940	Harvard Elementary	530294000476			x		
Franklin Pierce	5302940	James Sales Elementary	530294000477			x		
Franklin Pierce	5302940	Perry Keithley Middle	530294000481		x			
Goldendale	5303090	Goldendale High School	530309000490			x		
Goldendale	5303090	Goldendale Middle School	530309000491			x		
Goldendale	5303090	Goldendale Primary School	530309000492			x		
Grand Coulee Dam	5303130	Center Elementary School	530313000494			x		
Grand Coulee Dam	5303130	Grand Coulee Dam Middle School	530313000495			x		
Grandview	5303150	Grandview High School	530315000499			x		
Grandview	5303150	McClure Elementary School	530315000501			x		
Grandview	5303150	Smith Elementary School	530315000497			x		
Grandview	5303150	Thompson Elementary School	530315000500			x		
Granger	5303180	Granger High School	530318000502			x		
Granger	5303180	Granger Middle	530318000504	x				
Granger	5303180	Roosevelt Elementary	530318002780			x		
Granite Falls	5303210	Granite Falls Middle School	530321001770			x		
Granite Falls	5303210	Monte Cristo Elementary	530321002482			x		

Tier I, II, and III 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
Highland	5303540	Tieton Intermediate School	530351000517			x		
Highline	5303540	Odyssey - The Essential School	530354003061		x			
Highline	5303540	Acad. of Citizenship and Empowerment	530354003069		x			
Highline	5303540	Beverly Park Elem at Glendale	530354000519			x		
Highline	5303540	Bow Lake Elementary	530354000521			x		
Highline	5303540	Cascade Middle School	530354000522			x		
Highline	5303540	Cedarhurst Elementary	530354000523			x		
Highline	5303540	Chinook Middle School	530354000524			x		
Highline	5303540	Hazel Valley Elementary	530354000529			x		
Highline	5303540	Hilltop Elementary	530354000532			x		
Highline	5303540	Madrona Elementary	530354000533			x		
Highline	5303540	McMicken Heights Elementary	530354000536			x		
Highline	5303540	Midway Elementary	530354000537			x		
Highline	5303540	Mount View Elementary	530354000539			x		
Highline	5303540	Parkside Elementary	530354000544			x		
Highline	5303540	Seahurst Elementary School	530354000549			x		
Highline	5303540	Southern Heights Elementary	530354000551			x		
Highline	5303540	Sylvester Middle School	530354000554			x		
Highline	5303540	White Center Heights Elementary	530354000557			x		
Hockinson	5303570	Hockinson Heights Intermediate	530357000560			x		
Hood Canal	5303600	Hood Canal Elem & Junior High	530360000561			x		
Inchelium	5300002	Inchelium Elementary School	530000202871			x		
Inchelium	5300002	Inchelium Middle	530000202870	x				
Issaquah	5303750	Issaquah Valley Elementary	530375000575			x		
Kelso	5300003	Barnes Elementary	530000300587			x		
Kelso	5300003	Catlin Elementary	530000300590			x		
Kelso	5300003	Coweeman Middle School	530000300591			x		
Kelso	5300003	Huntington Middle School	530000300592			x		
Kennewick	5303930	Kennewick High School	530393000605		x		x	
Kennewick SD	5303930	Amistad Elementary School	530393000701			x		
Kennewick SD	5303930	Eastgate Elementary School	530393000599			x		
Kennewick SD	5303930	Edison Elementary School	530393000600			x		
Kennewick SD	5303930	Park Middle School	530393000607			x		
Kennewick SD	5303930	Westgate Elementary School	530393000611			x		
Kent	5303960	Cedar Valley Elementary School	530396000612			x		
Kent	5303960	East Hill Elementary School	530396000614			x		
Kent	5303960	George T. Daniel Elementary School	530396000690			x		
Kent	5303960	Jenkins Creek Elementary School	530396002113			x		
Kent	5303960	Kent Elementary School	530396000619			x		
Kent	5303960	Meadow Ridge Elementary School	530396001603			x		
Kent	5303960	Millennium Elementary School	530396002799			x		
Kent	5303960	Neely O Brien Elementary School	530396002309			x		
Kent	5303960	Park Orchard Elementary School	530396000629			x		
Kent	5303960	Pine Tree Elementary School	530396000630			x		
Kent	5303960	Scenic Hill Elementary School	530396000631			x		
Kent	5303960	Springbrook Elementary School	530396000635			x		
Kettle Falls	5303990	Kettle Falls Middle School	530399001904			x		
Kiona-Benton City	5304020	Kiona-Benton City Primary School	530402000641			x		
Kittitas	5304050	Kittitas Elementary School	530405000642			x		
La Center	5304170	La Center Elementary	530417000650			x		
La Conner	5304170	La Conner Elementary	530411000645			x		
Lake Chelan	5301200	Chelan Middle School	530120000218			x		
Lake Chelan	5301200	Morgen Owings Elementary School	530120000220			x		
Lake Quinault	5307050	Lake Quinault Elementary	530705001050			x		
Lake Quinault	5307050	Lake Quinault High School	530705001051	x				
Lake Stevens	5304200	Cavelero Mid High School	530420003190			x		
Lake Stevens	5304200	Hillcrest Elementary School	530420000651			x		
Lake Stevens	5304200	Skyline Elementary	530420000527			x		
Lake Washington	5304230	Einstein Elementary	530423002648			x		
Lake Washington	5304230	Muir Elementary	530423000668			x		
Lake Washington	5304230	Redmond Elementary	530423000678			x		
Lakewood	5304260	English Crossing Elementary	530426002478			x		
Longview	5304470	Kessler Elementary School	530447000702			x		
Longview	5304470	Mint Valley Elementary	530447000704			x		
Longview	5304470	Northlake Elementary School	530447002314			x		

Tier I, II, and III 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
Longview	5304470	Olympic Elementary School	530447000707			x		
Longview	5304470	Saint Helens Elementary	530447000711			x		
Lyle	5304590	Dallesport Elementary	530459000717			x		
Lyle	5304590	Lyle Middle School	530459002931	x				
Lynden	5304620	Lynden Middle School	530462000721			x		
Mabton	5304650	Artz Fox Elementary	530465000723			x		
Mabton	5304740	Mabton Sr High School	530465000724			x		
Manson	5304740	Manson Elementary	530474000727			x		
Manson	5304740	Manson Junior Senior High School	530474000728			x		
Mary Walker	5304830	Mary Walker High School	530483000730			x		
Mary Walker	5304830	Springdale Middle School	530483000732			x		
Marysville	5304860	Cascade Elementary	530486000733			x		
Marysville	5304860	Liberty Elementary	530486000734			x		
Marysville	5304860	Marshall Elementary	530486001874			x		
Marysville	5304860	Quil Ceda Elementary	530486002591	x				
Marysville	5304860	Shoultes Elementary	530486000739			x		
Mead	5304920	Evergreen Elementary School	530492000745			x		
Mead	5304920	Shiloh Hills Elementary	530492001789			x		
Monroe	5303130	Frank Wagner Elementary	530513000773			x		
Monroe	5303130	Park Place Middle School	530513003040			x		
Montesano	5305160	Simpson Avenue Elementary	530516000781			x		
Morton	5305190	Morton Elementary School	530519000783			x		
Morton	5305190	Morton Junior-Senior High School	530519000784		x			
Moses Lake	5305220	Larson Heights Elementary	530522000790			x		
Moses Lake	5305220	Longview Elementary	530522000791			x		
Moses Lake	5305220	North Elementary	530522000793			x		
Mossyrock	5305250	Mossyrock Elementary School	530525000795			x		
Mount Adams	5305280	Harrah Elementary	530528000797	x				
Mount Adams	5305280	Mount Adams Middle	530528001851	x				
Mount Adams	5305280	White Swan High School	530528000798	x			x	
Mount Baker	5305310	Kendall Elementary	530531002776			x		
Mount Baker	5305310	Mount Baker Junior High	530531002608			x		
Mount Vernon	5305400	Centennial Elementary School	530540002262			x		
Mount Vernon	5305400	Jefferson Elementary	530540000809			x		
Mount Vernon	5305400	La Venture Middle School	530540000810			x		
Mount Vernon	5305400	Lincoln Elementary School	530540000811			x		
Mount Vernon	5305400	Little Mountain Elementary	530540002584			x		
Mount Vernon	5305400	Madison Elementary	530540000812			x		
Mount Vernon	5305400	Mount Baker Middle School	530540002585			x		
Mount Vernon	5305400	Washington Elementary School	530540000814			x		
Mukilteo	5305430	Challenger Elementary	530543002128			x		
Mukilteo	5305430	Discovery Elementary	530543002218			x		
Mukilteo	5305430	Horizon Elementary	530543002320			x		
Mukilteo	5305430	Olivia Park Elementary	530543000819			x		
Naches Valley	5305460	Naches Valley Middle School	530546000824			x		
Nespelem	5305550	Nespelem Elementary	530555000832	x				
Newport	5305610	Sadie Halstead Middle School	530561001911			x		
Nine Mile Falls	5305640	Lakeside Middle School	530564002680			x		
Nooksack Valley	5305670	Everson Elementary	530567001220			x		
North Beach	5305700	North Beach Junior High School	530570002039			x		
North Beach	5305700	North Beach Senior High School	530570000842		x			
North Franklin	5305730	Basin City Elem	530573000846			x		
North Franklin	5305730	Connell Elem	530573000847			x		
North Franklin	5305730	Robert L Olds Junior High School	530573000850			x		
North Kitsap	5305760	David Wolfle Elementary	530576000856			x		
North Kitsap	5305760	Kingston Middle School	530576002324			x		
North Kitsap	5305760	Poulsbo Elementary School	530576000854			x		
North Kitsap	5305760	Suquamish Elementary School	530576000855			x		
North Mason	5305790	Belfair Elementary	530579000857			x		
North Mason	5305790	Hawkins Middle School	530579000860		x			
North Mason	5305790	Sand Hill Elementary	530579002220			x		
North Thurston	5305850	Lydia Hawk Elementary	530585000866			x		
Northshore	5305910	Woodmoor Elementary	530591002330			x		
Oak Harbor	5305940	Crescent Harbor Elem	530594000900			x		
Oak Harbor	5305940	Olympic View Elementary	530594000905			x		

Tier I, II, and III 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
Oakville	5306000	Oakville Elementary	530600001858			x		
Oakville	5306000	Oakville High School	530600000909		x			
Ocean Beach	5306060	Ocean Park Elementary	530606003050			x		
Ocosta	5306090	Ocosta Elementary School	530609000913			x		
Okanogan	5306150	Grainger Elementary	530615000917			x		
Okanogan	5306150	Okanogan High School	530615000920			x		
Okanogan	5306150	Okanogan Middle School	530615003144			x		
Olympia	5306180	Garfield Elementary School	530618000924			x		
Olympia	5306180	Julia Butler Hansen Elementary	530618001736			x		
Olympia	5306180	Leland P Brown Elementary	530618000927			x		
Omak	5606220	E Omak Elementary	530622000938			x		
Onalaska	5306240	Onalaska Elementary School	530624000941			x		
Onalaska	5306240	Onalaska Middle School	530624003062		x			
Orondo	5306390	Orondo Elementary and Middle School	530639000949			x		
Oroville	5306420	Oroville Elementary	530642000950			x		
Oroville	5306420	Oroville Middle-High School	530642000951		x			
Othello	5306480	Hiawatha Elementary School	530648000954			x		
Othello	5306480	Lutacaga Elementary	530648000955			x		
Othello	5306480	McFarland Middle School	530648000956			x		
Othello	5306480	Othello High School	530648000957			x		
Othello	5306480	Scootney Springs Elementary	530648000958			x		
Pasco	5306570	Ellen Ochoa Middle	530657002936	x				
Pasco	5306570	Emerson Elementary	530657000964	x				
Pasco	5306570	James McGee Elementary	530657001860			x		
Pasco	5306570	Longfellow Elementary	530657000965	x				
Pasco	5306570	Mark Twain Elementary	530657000966			x		
Pasco	5306570	Maya Angelou Elementary	530657002950			x		
Pasco	5306570	McLoughlin Middle School	530657000967			x		
Pasco	5306570	Pasco Senior High School	530657000969			x		
Pasco	5306570	Robert Frost Elementary	530657000970	x				
Pasco	5306570	Rowena Chess Elementary	530657002785	x				
Pasco	5306570	Ruth Livingston Elementary	530657000971			x		
Pasco	5306570	Stevens Middle School	530657000973	x				
Pasco	5306570	Virgie Robinson Elementary	530657002951	x				
Pasco	5306570	Whittier Elementary	530657002621			x		
Peninsula	5306690	Key Peninsula Middle School	530669001863			x		
Peninsula	5306690	Minter Creek Elementary	530669002007			x		
Peninsula	5306690	Vaughn Elementary School	530669000988			x		
Pioneer	5306750	Pioneer Intermediate/Middle School	530675000992			x		
Pioneer	5306750	Pioneer Primary School	530675002457			x		
Port Angeles	5306820	Stevens Middle School	530682001004			x		
Prescott	5306870	Prescott Elementary School	530687001009			x		
Prescott	5306870	Prescott Jr Sr High	530687001010		x			
Prosser SD	5306900	Housel Middle School	530690001013			x		
Prosser SD	5306900	Prosser Heights Elementary	530690001011			x		
Prosser SD	5306900	Whitstran Elementary	530690001015			x		
Puyallup	5306960	Firgrove Elementary	530696001025			x		
Puyallup	5306960	Pope Elementary	530696001866			x		
Puyallup	5306960	Waller Road Elementary	530696001042			x		
Puyallup	5306960	Warren Hunt Elementary	530696002341			x		
Puyallup	5306960	Wildwood Elementary	530696001043			x		
Quillayute Valley	5307020	Forks Elementary School	530702001048			x		
Quillayute Valley	5307020	Forks Middle School	530702001046			x		
Quincy	5307080	George Elementary	530708001052			x		
Quincy	5307080	Monument Elementary	530708002714			x		
Quincy	5307080	Pioneer Elementary	530708001054			x		
Quincy	5307080	Quincy Junior High	530708001056			x		
Rainier	5307110	Rainier Senior High School	530711001058			x		
Reardan-Edwall	5307210	Reardan Elementary School	530721001062			x		
Renton	5307230	Benson Hill Elementary School	530723001064			x		
Renton	5307230	Bryn Mawr Elementary School	530723001065			x		
Renton	5307230	Campbell Hill Elementary School	530723001066			x		
Renton	5307230	Cascade Elementary School	530723001067			x		
Renton	5307230	Dimmitt Middle School	530723002564			x		
Renton	5307230	Highlands Elementary School	530723001072			x		

Tier I, II, and III 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
Renton	5307230	Kennydale Elementary School	530723001075			x		
Renton	5307230	Lakeridge Elementary	530723001076	x				
Renton	5307230	Renton Park Elementary School	530723001081			x		
Renton	5307230	Sierra Heights Elementary School	530723001084			x		
Renton	5307230	Talbot Hill Elementary School	530723001085			x		
Republic	5307260	Republic Junior High	530726002949			x		
Richland	5307320	Jefferson Elementary	530732001097			x		
Richland	5307320	Sacajawea Elementary	530732001101			x		
Ridgefield	5307350	South Ridge Elementary	530735001106			x		
Ridgefield	5307350	Union Ridge Elementary	530735001107			x		
Riverside	5307440	Riverside Elementary	530744001115			x		
Rochester	530747	Grand Mound Elementary	530747001116			x		
Royal	5307620	Red Rock Elementary	530762001122			x		
Royal	5307620	Royal High School	530762001123			x		
Royal	5307620	Royal Middle School	530762001124			x		
Seattle	5307710	Aki Kurose Middle School	530771001249			x		
Seattle	5307710	AS #1 K-8 School	530771001132		x			
Seattle	5307710	Bailey Gatzert Elementary School	530771001173			x		
Seattle	5307710	Beacon Hill International School	530771001140			x		
Seattle	5307710	Brighton Elementary School	530771001143			x		
Seattle	5307710	Chief Sealth High School	530771001149		x		x	
Seattle	5307710	Dearborn Park Elementary School	530771001158			x		
Seattle	5307710	Dunlap Elementary School	530771001161			x		
Seattle	5307710	Emerson Elementary School	530771001163			x		
Seattle	5307710	Highland Park Elementary School	530771001183			x		
Seattle	5307710	Kimball Elementary School	530771001169			x		
Seattle	5307710	Leschi Elementary School	530771001201			x		
Seattle	5307710	Madrona K-8 School	530771001216			x		
Seattle	5307710	Maple Elementary School	530771001209			x		
Seattle	5307710	Northgate Elementary School	530771001225			x		
Seattle	5307710	Olympic Hills Elementary School	530771001228			x		
Seattle	5307710	Rainier Beach High School	530771001236		x			
Seattle	5307710	Roxhill Elementary School	530771001240			x		
Seattle	5307710	Thurgood Marshall Elementary	530771002347			x		
Seattle	5307710	Van Asselt Elementary School	530771001255			x		
Seattle	5307710	Wing Luke Elementary School	530771001267			x		
Sedro-Woolley	5307740	Cascade Middle School	530774001273			x		
Sedro-Woolley	5307740	Central Elementary School	530774000141			x		
Sedro-Woolley	5307740	Evergreen Elementary School	530774001275			x		
Sedro-Woolley	5307740	Mary Purcell Elementary School	530774001277			x		
Selah	5307770	John Campbell Elementary School	530777001281			x		
Selah	5307770	Robert S Lince Elementary	530777001283			x		
Sequim	5307830	Greywolf Elementary School	530783002427			x		
Shelton	530790	Bordeaux Elementary School	530790001292			x		
Shelton	530790	Evergreen Elementary School	530790001293			x		
Shelton	530790	Mountain View Elementary	530790001294			x		
Shoreline	5307920	Ridgecrest Elementary	530792001314			x		
Snohomish	5308020	Cascade View Elementary	530802002354			x		
Snohomish	5308020	Emerson Elementary	530802001324			x		
Snoqualmie Valley	5308040	Snoqualmie Elementary	530804001332			x		
Soap Lake	5308070	Soap Lake Elementary	530807001334			x		
Soap Lake	5308070	Soap Lake Middle & High	530807001335	x				
South Bend	5308100	Chauncey Davis Elementary	530810001336			x		
South Kitsap	5308160	Burley Glenwood Elementary	530816001345			x		
South Kitsap	5308160	Orchard Heights Elementary	530816001353			x		
South Kitsap	5308160	Sidney Glen Elementary School	530816002360			x		
South Whidbey	5308190	South Whidbey Elementary	530819001359			x		
Spokane	5308250	Arlington Elementary	530825001362			x		
Spokane	5308250	Audubon Elementary	530825001363			x		
Spokane	5308250	Garry Middle School	530825001411			x		
Spokane	5308250	Holmes Elementary	530825001381			x		
Spokane	5308250	Linwood Elementary	530825001392			x		
Spokane	5308250	Longfellow Elementary	530825001395			x		
Spokane	5308280	Rogers High School	530825001386		x		x	
Spokane	5308250	Shaw Middle School	530825001408			x		

Tier I, II, and III 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
Spokane	5308250	Sheridan Elementary	530825001409			x		
Spokane	5308250	Stevens Elementary	530825001412			x		
Spokane	5308250	Willard Elementary	530825001415			x		
Steilacoom Historical	5308460	Saltars Point Elementary	530846001432			x		
Stevenson-Carson	5308520	Carson Elementary	530852001434			x		
Sumner	5308610	Bonney Lake Elementary	530861001441			x		
Sumner	5308610	Liberty Ridge Elementary	530861000552			x		
Sumner	5308610	Sumner Middle School	530861001447			x		
Sunnyside	5308670	Chief Kamiakin Elementary School	530867001450			x		
Sunnyside	5308670	Harrison Middle School	530867001451			x		
Sunnyside	5308670	Outlook Elementary School	530867001448			x		
Sunnyside	5308670	Pioneer Elementary School	530867002544			x		
Sunnyside	5308670	Sierra Vista Middle School	530867003037			x		
Sunnyside	5308670	Washington Elementary	530867001452			x		
Tacoma	5308700	Arlington Elementary	530870001453			x		
Tacoma	5308700	Baker Middle School	530870001454		x			
Tacoma	5308700	Blix Elementary	530870001496			x		
Tacoma	5308700	Boze Elementary	530870001456			x		
Tacoma	5308700	Bryant Middle School	530870001458			x		
Tacoma	5308700	Edison Elementary School	530870001462			x		
Tacoma	5308700	Fawcett Elementary School	530870001464			x		
Tacoma	5308700	Gray Middle School	530870001471			x		
Tacoma	5308700	Helen B. Stafford Elementary	530870003064			x		
Tacoma	5308700	Jason Lee Middle School	530870001473			x		
Tacoma	5308700	Lister Elementary School	530870001477			x		
Tacoma	5308700	Lyon Elementary School	530870001479			x		
Tacoma	5308700	Manitou Park Elementary	530870001481			x		
Tacoma	5308700	Mann Elementary School	530870001482			x		
Tacoma	5308700	McCarver Elementary School	530870001484			x		
Tacoma	5308700	McKinley Elementary School	530870001486			x		
Tacoma	5308700	Reed Elementary School	530870001494			x		
Tacoma	5308700	Roosevelt Elementary School	530870001497			x		
Tacoma	5308700	Sheridan Elementary School	530870001500			x		
Tacoma	5308700	Stanley Elementary School	530870002174			x		
Tacoma	5308700	Whitman Elementary School	530870001510			x		
Toledo	5308910	Toledo Elementary School	530891001526			x		
Tonasket	5308940	Tonasket Elementary School	530894001529			x		
Tonasket	5308940	Tonasket High School	530894001530			x		
Toppenish	5308790	Garfield Elementary School	530897001531			x		
Toppenish	5308790	Kirkwood Elementary School	530897001812			x		
Toppenish	5308790	Lincoln Elementary School	530897001532			x		
Toppenish	5308790	Toppenish High School	530897001534			x		
Toppenish	5308790	Toppenish Middle School	530897001535			x		
Toppenish	5308790	Valley View Elementary	530897003027	x				
Touchet	5309000	Touchet Elem & High School	530900001536			x		
Tukwila	5308130	Cascade View Elementary	530813002032			x		
Tukwila	5308130	Foster High School	530813001341		x			
Tukwila	5308130	Showalter Middle School	530813001342			x		
Tukwila	5308130	Thorndyke Elementary	530813001343			x		
Tumwater	5309100	Peter G Schmidt Elementary	530910001543			x		
Union Gap	5309150	Union Gap School	530915002382			x		
Vancouver	5309270	Discovery Middle School	530927002018		x			
Vancouver	5309270	Fruit Valley Elementary School	530927001561			x		
Vancouver	5309270	George C Marshall Elementary	530927001563			x		
Vancouver	5309270	Harney Elementary School	530927001564			x		
Vancouver	5309270	Harry S Truman Elementary School	530927001565			x		
Vancouver	5309270	Hazel Dell Elementary School	530927001566			x		
Vancouver	5309270	Hough Elementary School	530927001568			x		
Vancouver	5309270	Lincoln Elementary School	530927001575			x		
Vancouver	5309270	Martin Luther King Elementary	530927001576			x		
Vancouver	5309270	Minnehaha Elementary School	530927001578			x		
Vancouver	5309270	Peter S Ogden Elementary	530927001580			x		
Vancouver	5309270	Roosevelt Elementary School	530927000638			x		
Vancouver	5309270	Sacajawea Elementary School	530927001581			x		
Vancouver	5309270	Sarah J Anderson Elementary	530927001583			x		

Schools Removed From Tiers I and II Due to N<30 (Waiver)

Tier 3: Removed from Tier I Due to N<30 (Waiver)					
District	NCES #	School	NCES#	Students	Tier III
Aberdeen	5300030	Harbor High School	530003000002	133	x
Bremerton	5300660	Renaissance Alternative High School	530066002573	135	x
Burlington-Edison	5300780	Burlington-Edison Alternative School	530078003103	68	x
Clover Park	5301410	Firwood	530141000271	52	x
Elma	5302490	East Grays Harbor High School	530249001298	50	x
Marysville	5304860	Heritage School	530486002476	93	x
North Franklin	5305730	Palouse Junction High School	530573002622	48	x
Pasco	5306570	New Horizons High School	530657000968	199	x
Seattle	5307710	Secondary BOC	530771001311	258	x
Seattle	5307710	South Lake High School	530771001234	145	x
Toppenish	5308790	Eagle High School	530897002378	127	x
Wapato	5309480	Pace Alternative High School	530948001611	109	x

Tier 3: Removed from Tier II Due to N<30 (Waiver)					
District	NCES #	School	NCES#	Students	Tier III
West Valley (Spokane)	5309690	CBE Alternative Programs	530969002244	388	x
Muckleshoot Tribal	5900047	Muckleshoot Tribal School	590004700125	143	x
Waitsburg	5309390	Waitsburg High School	530939001597	137	x
Auburn	5300300	West Auburn Senior High School	530030000031	249	x
Republic	5307260	Republic Senior High School	530726001089	120	x
Walla Walla	5309450	Lincoln Alternative High School	530945001604	203	x
Shelton	5307900	Choice Alternative School	530790002151	249	x
Vancouver	5309270	Lewis And Clark High School	530927001579	355	x
Wenatchee	5309660	Westside High School	530966002193	250	x
Seattle	5307710	Education Service Centers	530771002634	88	x
South Whidbey	5308190	Whidbey Island Academy Shared Sch	530819002629	87	x
North River	5305820	North River School	530582000861	65	x
Harrington	5303360	Harrington High School	530336000512	54	x
Ferndale	5302850	Lummi High School	N/A	105	x
Snohomish	5308020	AIM High School	530802002068	144	x
Richland	5307320	Rivers Edge High School	530732002229	287	x
Bainbridge Island	5300330	Eagle Harbor High School	530033003110	109	x
Renton	5307230	Black River High School	530723001867	141	x
Highline	5303540	Big Picture School	530354002976	114	x
Starbuck	5308400	Starbuck School	530840001427	23	x
Index	5303720	Index Elementary School	530372000569	28	x
Quillayute Valley	5307020	Forks Alternative School	530702001260	52	x
Peninsula	5306690	Henderson Bay Alt High School	530669002463	135	x
Washougal	5309540	Excelsior High School	530954002243	51	x
Issaquah	5303750	Tiger Mountain Community High School	530375002106	89	x
Seattle	5307710	Middle College High School	530771002349	178	x
Clarkston	5301320	Educational Opportunity Center	530132000990	192	x
Methow Valley	5305020	Alternative School	530502001170	32	x
Yelm	5310140	Yelm Extension School	531014000134	170	x
Grandview	5303150	Compass High School	530315002497	94	x
Bellingham	5300420	Options High School	530042001738	117	x
Quillayute Valley	5307020	District Run Home School	530702002507	21	x
North Mason	5305790	PACE Academy (OPTIONS)	530579002577	65	x
South Whidbey	5308190	Bayview Alternative School	530819002050	74	x
Bellingham	5300420	Home Port Learning Center	530042002540	25	x
Stanwood-Camano	5308340	Lincoln Hill High School	530834002594	160	x
Nine Mile Falls	5305640	Phoenix Alternative School	530564002679	22	x
Snohomish	5308020	Snohomish Center	530802002593	17	x

Schools Removed From Tiers I and II Due to N<30 (Waiver)

Chewelah	5301260	Home Link Alternative	530126002687	43	x
Olympia	5306180	Avanti High School	530618002689	124	x
Cheney	5301230	Three Springs High School	530123002684	58	x
University Place	5309180	University Place Special Educ	530918002838	20	x
Mead	5304920	Mead Alternative High School	530492002766	120	x
Lake Washington	5304230	Futures School	530423002727	74	x
Monroe	5305130	Leaders In Learning	530513002759	197	x
West Valley (Spokane)	5309690	Spokane Valley High School	530969002826	95	x
West Valley (Spokane)	5309690	Spokane Valley Transition School	530969002840	182	x
Republic	5307260	Republic Parent Partner	530726002888	20	x
Central Kitsap	5301080	East Side Alt	530108002893	67	x
Marysville	5304860	Marysville SD Special	530486002900	18	x
Kelso	5300003	Loowit High School	530000303109	36	x
Vashon Island	5309300	Student Link	530930003112	25	x
San Juan Island	5307650	Griffin Bay School	530765003136	47	x
Cle Elum-Roslyn	5301350	Cle Elum-Roslyn Alternative School	530135002987	22	x
Chehalis	5301170	Green Hill Academic School	530117000213	182	x
Wilson Creek	5309900	Wilson Creek High	530990001675	64	x
Inchelium	5300002	Inchelium High School	530000200568	56	x
Creston	5301860	Creston Jr-Sr High School	530186000294	54	x
Northport	5305880	Northport High School	530588000874	62	x
Issaquah	5303750	Echo Glen	530375001773	145	x
Edmonds	5302400	Maplewood Center	530240000349	41	x
Edmonds	5302400	Scriber Lake High School	530240000338	206	x
Lake Washington	5304230	Best Sr High	530423001784	175	x
Central Valley	5301110	Barker Center	530111000202	110	x
Puyallup	5306960	E B Walker High School	530696001023	171	x
Evergreen (Clark)	5302700	Legacy High School	530270000412	242	x
Tacoma	5308700	Oakland High School	530870001811	88	x
Everett	5302670	Sequoia High School	530267001765	260	x
Lake Stevens	5304200	Prove High School	530420001782	87	x
Quillayute Valley	5307020	Quileute Tribal School	N/A	53	x
Mukilteo	5305430	ACES High School	530543002063	204	x
Selah	5307770	Selah Academy	530777002149	90	x
North Thurston	5305850	South Sound High School	530585002130	152	x
Federal Way	5302820	Merit School	530282002254	14	x
Clover Park	5301410	A-I High School	530141001707	136	x
Renton	5307230	Renton Academy	530723003073	31	x
Stanwood-Camano	5308340	Lincoln Academy	530834003223	19	x
Sultan	5308550	Sky Valley Options	530855003210	81	x
Kennewick SD	5303930	Phoenix High School	530393003231	56	x

**Schools Removed Due to Closure or
Lack of Three Years of Data**

Schools Removed from Tier I Due to Closure					
District	NCES #	School	NCES#	Students	Tier Assign
Bellevue	5300390	Robinswood Middle and High School	530039000080	189	Closed

Schools Removed from Tier I Due to Lack of Three Years of Data					
District	NCES #	School	NCES#	Students	Tier Assign
Evergreen (Clark)	5302700	Endeavour Elementary School	530270003241	510	2 years data
Fife	5302880	Learning Opportunity Center	530288002749	50	2 years data
Kent	5303960	Panther Lake Elementary School	530396000628	646	2 years data
Mabton	5304650	Mabton Middle School	530465003255	142	2 years data
Naches Valley	5305460	Naches Valley Intermediate School	530546003254	196	2 years data
Wahluke	5309360	Wahluke Junior High	530936003264	272	2 years data

Schools Removed from Tier II Due to Lack of Three Years of Data					
District	NCES #	School	NCES#	Students	Tier Assign
Battle Ground	5300380	Chief Umtuch Middle	530038003262	497	2 years data
Snoqualmie Valley	5308040	Twin Falls Middle School	530804003252	563	2 years data
Federal Way	5302820	Technology Access Foundation Academy	530282003245	118	2 years data
Seattle	5307710	Jane Addams K-8	530771001194	346	1 year data
Colville	5301630	CVA - Panorama	530163003229	75	1 year data
Grandview	5303150	YVCC GED School	530315002498	19	1 year data
Chewelah	5301260	Chewelah Alternative	530126002601	39	2 years data
Rochester	5307470	H.e.a.r.t. High School	530747002830	22	2 years data
Riverview	5304560	CLIP	530456002644	27	1 year data
Grandview	5303150	Contract Learning Center	530315002701	42	2 years data
Lake Chelan	5301200	Glacier Valley High School	530120003114	25	2 years data
White Salmon Valley	5309810	White Salmon Academy	530981003072	22	1 year data
Quilcene	5306990	Crossroads Community School	530699003083	13	1 year data
Newport	5305610	Newport Alternative High School	530561003219	34	1 year data
Newport	5305610	Newport Home Link	530561003234	28	2 years data
Vancouver	5309270	Vancouver Virtual Learning Academy	530927003246	33	1 year data
Central Valley	5301110	I-TRACC	N/A	39	1 year data
Anacortes	5300150	Cap Sante High School	N/A	35	1 year data
Tacoma	5308700	Tacoma Business Academy	N/A	40	1 year data

Tier I and II 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
Grandview	5303150	Grandview Middle	530315000498		x		
Highline	5303540	Cascade Middle	530354000522		x		
Highline	5303540	Chinook Middle	530354000524		x		
Longview	5304470	Monticello Middle	530447000705		x		
Marysville	5304860	Totem Middle	530486000736		x		
Marysville	5304860	Tulalip Elementary	530486000741	x			
Seattle	5307710	Cleveland High School	530771001150		x		
Seattle	5307710	Hawthorne Elementary	530771002269	x			
Seattle	5307710	West Seattle Elementary	530771001182	x			
Sunnyside	5308670	Sunnyside High	530867001449	x			x
Tacoma	5380870	Angelo Giaudrone Middle	530870003155		x		
Tacoma	5380870	Jason Lee Middle	530870001473		x		
Tacoma	5380870	Stewart Middle	530870001504		x		
Wellpinit	5309630	Wellpinit Elementary	530963003146	x			
Yakima	5310110	Adams Elementary	531011001685	x			
Yakima	5310110	Stanton Academy	531011001713	x			
Yakima	5310110	Washington Middle	531011001708	x			

Attachment 1a: Case-by-case analysis

When the list of the lowest five percent of schools was generated for Tiers I and II based on achievement in the “all students” category in reading and mathematics, or for high schools with a graduation rate of less than 60%, OSPI conducted a questionnaire for uniquely defined schools to determine, on a case-by-case basis, whether these schools met the intent of the School Improvement Grant requirements. School and district personnel provided information to assist OSPI in determining:

- The mission of the school;
- The percentage of overage and under-credited students; and
- The degree of promise that the intervention models would significantly improve student achievement.

Any analysis that resulted in the exclusion of schools is included below. Eleven schools were considered in this set. All eleven schools were analyzed from the Tier II consideration set. The analysis resulted in eight schools being removed from the Tier II consideration set. Table 1 depicts the schools in which the questionnaire was administered and the result. Attachment 1b provides the questions asked, responses, and rationale for including or removing the schools from either Tier I or Tier II.

Table 1: Case by case schools and result from questionnaire:

District	School	School NCES ID Number	Tier I	Tier II	Type	Removed: Yes or No
Franklin Pierce	Gates Secondary School	530294001769		√	Achievement	Yes
Highline	Academy of Citizenship and Empowerment	530354003069		√	Achievement	No
Highline	Odyssey The Essential School	530354003061		√	Achievement	No
Marysville	Mt. View High School	530486001909		√	Achievement	Yes
Mead	Mead Educational Partnership Program	530492002844		√	Achievement	Yes
Moses Lake	Columbia Basin Secondary	530522003160		√	Graduation	Yes
Riverside	Independent Scholars	530744002908		√	Achievement	Yes
Seattle	AS#1 K-8	530771001132		√	Achievement	No
Seattle	Interagency Academy	530771001365		√	Achievement	Yes
Sedro-Woolley	State Street High School	530774002148		√	Achievement	Yes
Spokane	Havermale High School	530825001387		√	Graduation	Yes

Case by Case Analysis Questionnaire 2010-11

District: Franklin Pierce
Respondent: Frank Hewins

School: Gates Secondary School
Date: 11/08/10

Interviewer: Janet Culik

1. **What is the mission of your school?**
Opportunity for students that are credit-deficient and not successful in a traditional setting.
2. **Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)**
Grades 9-12; encompasses number of different programs; home-schooled students, internet academy, day program for under-credited; dropout retrieval; serves up to age 21
3. **What is the size of your school's staff?**
All programs – 28 staff
4. **Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?**
Superintendent and principal
5. **Your typical students enroll at what grade level? Or what age level?**
9th grade and up
6. **What is the average length of time a student remains in your school?**
Anywhere from 1 semester – 4 years
7. **How would you characterize the instructional delivery model at your school?**
 - a. **Groups of students meeting in classroom setting daily**
 - b. **Contract format with students meeting weekly with a teacher**
 - c. **Students work independently with prepared curriculum packets**
 - d. **Online courses**All of the above
8. **Is your school designed with the goal of a high school diploma for your students?**
Yes
9. **Do you believe one of the four Federal Intervention Models would be beneficial to your school?**
No

Additional Notes:

Typically, kids that end up as students at Gates have not passed any of the state tests are behind by a couple of years in reading, and further behind in mathematics. Tenth graders likely have not had the prerequisite courses that would help them pass the state exam.

Case by Case Analysis Questionnaire 2010-11

District: Highline School: Academy of Citizenship and Empowerment
Respondent: John Welch Date: 11/15/10 Interviewer: Janet Culik

1. What is the mission of your school?

At ACE, our **MISSION** is to empower all students for leadership and post-secondary education by improving teaching and learning. At ACE it is our **VISION** that by providing rigorous and student-centered teaching and learning, students will use their minds well and demonstrate personal and social responsibility. At ACE, we have **fundamental beliefs/values** that guide all of actions. They are:

- a commitment to growth
- a commitment to communication
- a commitment to respect humanity & diversity
- a commitment to equity

2. Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)

9-12; ACE serves approx. 285 students. It is one of three high schools that were previously Tyee High School. Tyee was converted into the three “new model” schools five years ago. Other previous Tyee schools include Odyssey and Global. The focus of ACE is citizenship, democracy and student voice. Fair amount of mobility in the SeaTac area – higher immigrant/refugee population, many multi-family dwellings, higher level of poverty.

3. What is the size of your school’s staff?

Approx. 20 teachers

4. Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?

Superintendent, principal, and executive director. The principal’s direct supervision is from the executive director.

5. Your typical students enroll at what grade level? Or what age level?

Most at 9th grade, with higher mobility than most other schools.

6. What is the average length of time a student remains in your school?

Four years

7. How would you characterize the instructional delivery model at your school?

- a. Groups of students meeting in classroom setting daily
- b. Contract format with students meeting weekly with a teacher
- c. Students work independently with prepared curriculum packets
- d. Online courses

Primarily A.

8. Is your school designed with the goal of a high school diploma for your students?

Yes

9. Do you believe one of the four Federal Intervention Models would be beneficial to your school?

ACE was created five years ago – so it’s already in a transformational stage. Would be supportive of applying a model if necessary, but does not want to change leadership. Second principal in five years, on job for 2 years.

Case by Case Analysis Questionnaire 2010-11

District: Highline School: Odyssey The Essential School
Respondent: John Welch Date: 11/08/10 Interviewer: Janet Culik

1. What is the mission of your school?

Odyssey is a community that believes a better world is possible. Odyssey students possess the knowledge and habits of mind to create that world. Odyssey is a school focused on preparing kids for college, career and citizenship.

2. Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)

9-12; Odyssey is a small school that serves approx. 225 students. It is one of three high schools that were previously Tyee High School. Tyee was converted into the three "new model" schools five years ago. Other previous Tyee schools include ACE and Global. The focus of Odyssey is student competencies. Student population includes 5th year seniors, students working on competencies, kids that have fallen behind can catch up and earn credit. Also attracts new students to the area. Free/reduced is high – 70-80%, ethnically diverse. Fair amount of mobility in the SeaTac area – higher immigrant/refugee population, many multi-family dwellings, higher level of poverty.

3. What is the size of your school's staff?

12

4. Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?

Superintendent, principal, and executive director. The principal's direct supervision is from the executive director.

5. Your typical students enroll at what grade level? Or what age level?

Most at 9th grade, with higher mobility than most other schools.

6. What is the average length of time a student remains in your school?

Of Odyssey's 49 students in the class of 2011, 26 started as freshmen. Of those 26, 20 are on track for graduation (77%). Of the 23 students in the class of 2011 who entered Odyssey after their freshman year, 10 are on track for graduation (43%).

7. How would you characterize the instructional delivery model at your school?

- a. Groups of students meeting in classroom setting daily
- b. Contract format with students meeting weekly with a teacher
- c. Students work independently with prepared curriculum packets
- d. Online courses

Primarily A.

8. Is your school designed with the goal of a high school diploma for your students?

Yes

9. Do you believe one of the four Federal Intervention Models would be beneficial to your school?

Odyssey was created five years ago – so it's already in a transformational stage. Would be supportive of applying a model if necessary, but does not want to change leadership.

Case by Case Analysis Questionnaire 2010-11

District: Marysville School: Mt. View High School
Respondents: Dr. Larry Nyland, Ray Houser, Gail Miller, Kyle Kinoshita Date: 11/08/10
Interviewer: Janet Culik

1. **What is the mission of your school?**
One of 8 “school learning community” schools; formerly an alternative school.
2. **Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)**
Grades 9-12, profile includes all listed above. 50% elect to attend as 9th graders. Preliminary extended graduation # is 129%.
3. **What is the size of your school’s staff?**
10 teachers. Enrollment around 200.
4. **Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?**
Superintendent and a principal that reports to an executive director
5. **Your typical students enroll at what grade level? Or what age level?**
2% of incoming 9th graders enroll there. All grade levels enroll, including returning seniors.
6. **What is the average length of time a student remains in your school?**
1.5 – 4 years, but starting later than a typical student.
7. **How would you characterize the instructional delivery model at your school?**
 - a. **Groups of students meeting in classroom setting daily**
 - b. **Contract format with students meeting weekly with a teacher**
 - c. **Students work independently with prepared curriculum packets**
 - d. **Online courses**A.
8. **Is your school designed with the goal of a high school diploma for your students?**
Yes.
9. **Do you believe one of the four Federal Intervention Models would be beneficial to your school?**
Probably – would implement if necessary.

Additional Notes:

Case by Case Analysis Questionnaire 2010-11

District: Mead School: Mead Educational Partnership Program

Respondents: Jolene Andres, EA to Supt., Diane Blodnick, EA to Principal, Bruce Olgard, Principal

Date: 11/29/10 Interviewer: Janet Culik

1. What is the mission of your school?

Mission:

We collaborate with parents to customize education in order to prepare students for life's responsibilities, challenges, and opportunities.

Vision Statement:

We strive to provide an academically challenging, safe, and supportive learning environment for our most cherished resource, the children, while recognizing parents as their primary educators. Our learning community is committed to supporting the diversity of interests and abilities of all students in achieving their academic goals. We are committed to impart the love of learning to each child.

Goals:

1. Continually explore and develop learning activities designed to enrich student learning.
2. Utilize curricula that improves each student's performance as measured by assessments.
3. Provide staff and parents with learning opportunities that enhance their ability to instruct students.
4. Create opportunities for the homeschool community to interact and support one another.

2. Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)

The school partnership serves K-12; it is a partnership with home-schooled students. Some students are Running Start – homeschool families use MEP as an eligible entity in order to be attached to Running Start.

3. What is the size of your school's staff?

4.9 FTE. Also have 6 contract workers, but not on FTE basis. 3 staff are full-time, everyone else is part-time.

4. Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?

Yes, there is a superintendent and principal.

5. Your typical students enroll at what grade level? Or what age level?

Enroll across the board, every year is different.

6. What is the average length of time a student remains in your school?

Changes all the time. Many transitional students. Turnover from year to year is roughly 50%.

7. How would you characterize the instructional delivery model at your school?

- a. Groups of secondary students meeting in classroom setting daily – some 2 days, some 3 days.
- b. Contract format with students meeting weekly with a teacher – some high school students (running Start, etc)
- c. Most students come 1x/week.

8. Is your school designed with the goal of a high school diploma for your students?

Yes

9. Do you believe one of the four Federal Intervention Models would be beneficial to your school?

No – doesn't think so. No steady student population.

Additional Notes:

Case by Case Analysis Questionnaire 2010-11

District: Moses Lake School: Columbia Basin Secondary

Respondent: Supt. Michelle Price Date: 11/10/10 Interviewer: Janet Culik

1. What is the mission of your school?

To provide a safe and academically challenging school environment for students who have not found success in the traditional school environment.

2. Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)

Grades 6-12; Alternative school students. Most of our students at Columbia Basin Secondary School are credit deficient, have dropped out and returned to school, have been through drug and/or alcohol treatment, or have had multiple incidents of misbehavior which has caused issues of school completion due to suspensions.

3. What is the size of your school's staff?

14 certificated, 3 classified

4. Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?

Yes, superintendent and principal.

5. Your typical students enroll at what grade level? Or what age level?

The school has a high level of turnover, however we try to identify students who are at-risk of failure due to multiple indicators prior to their entry of 6th grade. Students who enroll at grade 6 tend to stay at the school. At grade 9, our enrollment increases and we are able to take another group of students who are not having success in the traditional high school environment.

6. What is the average length of time a student remains in your school?

More than 70% enrolled more than two years

7. How would you characterize the instructional delivery model at your school?

- a. Groups of students meeting in classroom setting daily
- b. Contract format with students meeting weekly with a teacher
- c. Students work independently with prepared curriculum packets
- d. Online courses

A

8. Is your school designed with the goal of a high school diploma for your students?

Yes, even though we recognize that the probability is that they will not be on-time graduates. Our goal is to have every child earn a high school diploma.

9. Do you believe one of the four Federal Intervention Models would be beneficial to your school?

We replaced the principal in the fall of 2009 and more than half the staff. We are making a positive impact on students achieving a high school diploma.

Case by Case Analysis Questionnaire 2010-11

District: Quillayute Valley School: Forks High School

Respondent: Supt. Diana Reaume Date: November 12, 2010

Interviewer: Janet Culik

1. What is the mission of your school?

To provide academic rigor and enriched educational opportunities that prepare each student to live, work, and learn successfully in a changing world.

2. Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)

Grades 9-12; Regular student profile.

3. What is the size of your school's staff?

24.75 certificated, 6.6 classified FTEs

4. Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?

Yes, superintendent and principal.

5. Your typical students enroll at what grade level? Or what age level?

Ninth grade

6. What is the average length of time a student remains in your school?

On-time graduation rate is about 80% - 4 years

7. How would you characterize the instructional delivery model at your school?

- a. Groups of students meeting in classroom setting daily
- b. Contract format with students meeting weekly with a teacher
- c. Students work independently with prepared curriculum packets
- d. Online courses

A, C and D

8. Is your school designed with the goal of a high school diploma for your students?

Yes.

9. Do you believe one of the four Federal Intervention Models would be beneficial to your school?

Yes.

Additional Notes:

Case by Case Analysis Questionnaire 2010-11

District: Riverside School: Independent Scholars
Respondent: Janet Kemp Date: 11/08/10 Interviewer: Janet Culik

1. What is the mission of your school?

The mission of the ISP program is to provide a nurturing, learning environment where students, staff and parents work together to educate and enrich the academic and social experiences of the home-based learner.

2. Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)

K-12; Parents that choose to home-school the kids, kids that have been identified for testing, but parents do not believe that they are special education students. ISP supports parents that truly home-school their kids. Students generally attend once a week.

3. What is the size of your school's staff?

Certificated - .80 FTE, .05 FTE, .21 FTE
Principal - .25 FTE
Classified - .50 FTE, .70FTE

4. Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?

Superintendent and principal

5. Your typical students enroll at what grade level? Or what age level?

K-12; open enrollment all year.

6. What is the average length of time a student remains in your school?

Some go all 13 years – average approx. 6 years

7. How would you characterize the instructional delivery model at your school?

- a. Groups of students meeting in classroom setting daily
- b. Contract format with students meeting weekly with a teacher
- c. Students work independently with prepared curriculum packets
- d. Online courses

Elementary – b

High school - c

8. Is your school designed with the goal of a high school diploma for your students?

Yes

9. Do you believe one of the four Federal Intervention Models would be beneficial to your school?

Additional Notes:

Case by Case Analysis Questionnaire 2010-11

District: Seattle School: AS #1

Respondents: Scott Whitbeck, Roy Merca Dates: 11/22/10, 11/30/10 Interviewer: Janet Culik

1. What is the mission of your school?

AS#1 is a creative, holistic, experiential learning environment which nurtures respect, self discovery, and integrity, preparing the whole child to engage our global community.

2. Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)

K-8

3. What is the size of your school's staff?

12 teachers – 1 administrator – 2 office support staff – 12 other support staff

4. Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?

Yes, there is a principal. He is supervised by the Executive Director of Schools for the Northeast Region of the district.

5. Your typical students enroll at what grade level? Or what age level?

Students enroll at all grade levels, K-8

6. What is the average length of time a student remains in your school?

The district made AS#1 a regional school 1.5 years ago. Previously, it was an all-city school. This has changed the student population dramatically. Mr. Merca could only give a "best guess" regarding the length of a student's stay. Approximated an average of 4-5 years, up to 8 years.

7. How would you characterize the instructional delivery model at your school?

- a. Groups of students meeting in classroom setting daily - Yes
- b. Contract format with students meeting weekly with a teacher - Yes, for some students
- c. Students work independently with prepared curriculum packets – Yes, for some students

8. Is your school designed with the goal of a high school diploma for your students?

No high-school coursework offered at this school – they would go on to a high school setting of their family's choice. The goal is to go on to high school.

9. Do you believe one of the four Federal Intervention Models would be beneficial to your school?

Mr. Merca noted that the school has dramatically increased its scores on the MSP, as it now encourages all students to take the exam. A year ago, 30 students opted out. Last year, only one opted out. Mr. Merca has implemented several changes that have reversed the school's scoring trend.

Additional Notes:

As stated above, the culture of opting out of taking the WASL or MSP has shifted, and now students are expected to take the exams. This has reversed the scoring trend. However, the shift didn't happen until last year, so it isn't reflected well in the 3-year scoring averages. For each of the past two years, the school has been recognized as a distinguished school for improving its test scores.

Case by Case Analysis Questionnaire 2010-11

District: Seattle School: Interagency Academy
Respondent: Scott Whitbeck Date: 11/10/10 Interviewer: Janet Culik

1. What is the mission of your school?

Interagency Academy assesses each student's unique qualities; challenges him or her to achieve educational, career, and social goals through personalized learning plans and collaboration with families and agency partners; and inspires each to become self-sufficient and a good citizen of the community.

2. Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)

- Grades 6-12 and up to age 21.
- Located at over a dozen sites around the community.
- Serves students who:
 - Have been expelled from comprehensive schools, due to behaviors or substance use;
 - Have been involved in the courts/juvenile justice system;
 - Are currently incarcerated;
 - Want to learn in an alternative setting, including a community-based program exploring aviation-related industries;
 - Are homeless;
 - Desire a setting that emphasizes respect for diversity;
 - Are pregnant and/or have children; or,
 - Need school course credit retrieval.

3. What is the size of your school's staff?

52 total staff at over a dozen sites around the community. Staff includes two administrators, office support, teachers, psychologists, physical and mental health service providers, legal system liaisons, and community resource providers.

4. Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?

There is one principal and one program administrator.

The principal reports to the Chief Academic Officer and to the Executive Director of Schools whose regions include any number of Interagency sites.

5. Your typical students enroll at what grade level? Or what age level?

Most students enroll at the high-school grade-level band.

6. What is the average length of time a student remains in your school?

Some students attend for a few days, some for a few weeks, others for up to a year or more. The overall goal is to make it possible for them to successfully return to a comprehensive high school.

7. How would you characterize the instructional delivery model at your school?

- a. Groups of students meeting in classroom setting daily
- b. Contract format with students meeting weekly with a teacher
- c. Students work independently with prepared curriculum packets
- d. Online courses

All of these delivery models are used, based on individual student needs and circumstances.

8. Is your school designed with the goal of a high school diploma for your students?

Case by Case Analysis Questionnaire 2010-11

There is a graduation ceremony in the spring for those students meeting graduation requirements while in an Interagency program. Other students return to their neighborhood or family-choice high school and pursue graduation there. The primary intention of Interagency programs is not to be a placement at which students are assumed to remain for the rest of their educational experience.

9. Do you believe one of the four Federal Intervention Models would be beneficial to your school?

The school is currently undergoing a turnaround and transformation process, as developed by the district. It includes a new principal and program administrator, some new staff, redesign of some programs, and greater engagement of families and community.

Additional Notes:

Case by Case Analysis Questionnaire 2010-11

District: Sedro-Woolley

School: State Street High School

Respondent: Superintendent Mark Venn and Principal Doug Walker

1. What is the mission of your school?

Our school mission reflects mission of school district, "Every student graduates with the knowledge and skills for future learning and success." As indicated in 8c below, our school was founded as a drop-out prevention and high school re-entry program. We have expanded our program options to serve underserved populations of students who cannot or chose not to enroll in a traditional high school. Our school mission is to reach out to these students with school programs designed to meet their specific needs and continue their progress toward earning a high school diploma.

2. Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)

2009-10 May Enrollment: Grades 9-13+

Total = 334 FTE / 404 Headcount (Including Zero-FTE students)

Core: 21% = 69 FTE, (9-13+ Students – Varied, a few on-track, most under-credited, some over-age)

Home Centered Learning: 29% = 98 FTE, (10-13+ Students – Varied, some on-track, some under-credited, some over-age)

Job Corps: 36% = 121 FTE. (10-13+ Students – Most dropped out or under-credited, many over-age)

Home School Partnership: 10% = 33 FTE. (K-8 Students – Most on-track academically)

Running Start: 4% = 13 FTE. (11-12 Students – All on-track academically)

3. What is the size of your school's staff?

10.0 certificated teachers, 1.5 counselors, 2.0 paraprofessionals, 2.0 registrars, 1.5 secretaries, 1.0 custodian, and 1.0 co-principal (2 x .5).

4. Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?

The school is under the direct supervision of the SWSD superintendent. Yes, there are two co-principals in charge of the program, one for each campus location.

5. Your typical students enroll at what grade level? Or what age level?

Most common entry grade by quantity is 12th grade and 18 years of age. We however also have students who initially enroll at every grade level and ages between 5-24 years old (students over 21 are enrolled as zero-FTE students and so do not show up in our FTE numbers above).

6. What is the average length of time a student remains in your school?

Case by Case Analysis Questionnaire 2010-11

For our Job Corps high school program students who earn a diploma are enrolled about one year. For all other programs the average is 1-3 years but highly varied and may include multiple periods of enrollment and multiple program participations before a diploma is earned.

7. **How would you characterize the instructional delivery model at your school?**
- Groups of students meeting in classroom setting daily**
 - Contract format with students meeting weekly with a teacher**
 - Students work independently with prepared curriculum packets**
 - Online courses**

Core Program – Group of students meeting in classroom setting daily for 4 classes with at least 1 class either at Sedro-Woolley High School or the Northwest Career and Technical Academy afternoon session.

Home Centered Learning – Contract format with students meeting weekly with a teacher.

Job Corps – Group of students meeting in classroom setting every other week and in vocational trade training the opposite week (instructional work site learning).

Home School Partnership – Mostly home based instruction under the supervision of parents but some instruction is provided in workshop settings with district teachers.

Running Start – College based courses.

8. **Is your school designed with the goal of a high school diploma for your students?**

Yes, all of our students have the goal of earning a high school diploma except for a few Running Start students who are directly pursuing an associate's degree. However, since 40% of our students are also enrolled at Cascades Job Corps, if they complete the Job Corps training before earning a diploma or if they terminate their enrollment in Job Corps early due to any circumstances, they are classified as "Drop-out" or "GED Completer" students in our data.

- 8a. **Do you reengage students when they drop out?**

Yes. Many of our students are reengaged students who have previously dropped out of school. Since we request records from the student's prior school, these students are re-classified as transfer students once they enroll in our program. Since many of these students do not earn sufficient credits while enrolled in our program and so are reclassified within our school's data as "drop-out students". 45% of our students transfer in while attending Job Corps or attend on out of district waivers. These students become drop-out statistics for our program if they do not meet graduation requirements while enrolled in our school.

- 8b. **What percent of your students are over-age and are under-credited?**

8% - on-track in credit to graduate on time.

92% - under-credited.

74% - within the age of regular school attendance.

26% - over-age for regular school attendance (grade 13+).

- 8c. **Is your school specifically designed to serve O-A and U-C students?**

Case by Case Analysis Questionnaire 2010-11

Yes, our school was initially established as a dropout prevention and re-enrolment program in 1987. In 1995 our program expanded to serve the needs of underserved populations including home school children, contract study students and the high school eligible students attending our local Job Corps center. Almost all of the enrolment options that we offer contain large numbers of students who are over-age or under-credited.

9. Do you believe one of the four Federal Intervention Models would be beneficial to your school?

No, we do not believe that any of the Federal Intervention Models would be beneficial or apply to our school. All of the Federal Intervention Models are developed around traditional schools with a normal mix of students attending during a regular school day and school year. Our program provides multiple non-traditional school models targeting specific student subpopulations with customized instructional programs. A majority of our students are not represented in the formulas that determine eligibility for the Federal Intervention support since

Case by Case Analysis Questionnaire 2010-11

District: Spokane School: Havermale High School

Respondent: Fred Schruppf, Principal Date: November 12, 2010 Interviewer: Janet Culik

1. What is the mission of your school?

Take kids where they are and prepare for post-secondary.

2. Your school is designed to serve what grade levels? What is the profile of students in your school? (i.e., over-age, under-credited, former dropout students)

Grades 9-12; Students that fail comprehensive high school; some matriculate from middle school, all work through ALE. The school is specifically designed to recruit students that are behind in credits, dealing with truancy, family or health issues, or have dropped out. Almost 100% of the students are over-age and under-credited.

3. What is the size of your school's staff?

30 classified; 10-15 non-classified

4. Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school?) Is there a principal?

Yes, superintendent and principal.

5. Your typical students enroll at what grade level? Or what age level?

Most enroll at the 10th-grade or 11th grade, some during 12th grade.

6. What is the average length of time a student remains in your school?

Most enroll for an average of 24 month.

7. How would you characterize the instructional delivery model at your school?

- a. Groups of students meeting in classroom setting daily
- b. Contract format with students meeting weekly with a teacher
- c. Students work independently with prepared curriculum packets
- d. Online courses

A,B,C,D we use all formats with our students.

8. Is your school designed with the goal of a high school diploma for your students?

Yes.

9. Do you believe one of the four Federal Intervention Models would be beneficial to your school?

Will not change our dynamic. The four models do not fit the students served.

Attachment 2:

Methodology Used to Determine Tier I, Tier II and Tier III Schools



Methodology Background- School Improvement Grants Tiers I, II, and III

Abbreviations:

- “SIG-G” Guidance on School Improvement Grants under section 1003(g) of the ESEA of 1965. Document “sigguidance11012010.pdf” from US Dept. of Education November 1, 2010

SIG-G Step 1: Definitions

- “Secondary School”: any school serving students in grades 7-12 (see WAC 392-348-235- references 6-year secondary school serving grades 7-12.
- “Number of Years”: 2008, 2009, and 2010: We selected the most-recent three years of data for both student achievement and graduation rates in determining “persistently low achieving”.
- “Tier-I” and “Tier-II”: See SIG-G page 1 (excerpt on page 4 of this document)
 - Tier I: “Any Title I school in improvement, corrective action, or restructuring”: For WA that is any school with “Title I=YES” and is in Steps 1-5 of School Improvement Status.
 - Tier II: “Any secondary school that is eligible for, but does not receive, Title I funds”: For WA this is any school with “Title I=No” that is either a) greater than 35% Free-reduced program eligible or b) has a free-reduced program rate higher than the district’s free-reduced meal program eligibility rate (see SIG-G page 3-- question A-9).
- Steps 1 – 5 of Improvement: identical to “schools in improvement, corrective action, or restructuring”
- Data Sources:
 - Demographic Data: From OSPI “Data Files” section of the WA State OSPI Report Card
<http://reportcard.ospi.k12.wa.us/DataDownload.aspx>
 - AYP, NCLB Improvement Status, and Historical Title I Status Data: From OSPI “Data Files” section of the WA State OSPI Report Card
<http://reportcard.ospi.k12.wa.us/DataDownload.aspx>
 - SY2009-10 Title I Eligibility and Title I Status: OSPI Title I Office
 - Student Assessment Data: For the 2008, 2009, and 2010 testing years this is the Washington Assessment of Student Learning (WASL), Measure of Student Progress (MSP), and High School Proficiency Exam (HSPE) data: OSPI Student Information Group
 - Student graduation rate Data for 2008, 2009, and 2010 graduates: OSPI Student Information Group

SIG-G Step 2: Determine the number of schools that make up 5% of schools in each tier*Table 1:*

Tiers I & II: of the 2084 schools in WA that have student achievement results or Graduation rates

Step 1: There are 2084 schools in Washington State for which Adequate Yearly Progress is calculated	
Tier I	Tier II
Step 2: Of the 2084 schools, there are a total of 928 Title I schools (removed 1156 schools who are not Title I).	Step 2: Of the 2084 schools, 1029 serve one or more students in grades 7 through 10 (removed 1055 schools who serve no students in grade 7 through High School)
Step 3: Of the 928 Title I schools, 516 schools are in improvement, corrective action, or restructuring (removed 412 schools who are not in improvement, corrective action, or restructuring)	Step 3: Of the 1029 schools, 630 are Title I eligible (removed 399 schools not eligible for Title I)
Step 4: Given this data set, 5% of 516 is 26 schools ($516 \times .05 = 25.8$)	Step 4: Of the 630, 400 of these schools do not receive Title I funds (removed 230 who receive Title I)
	Step 5: Given this data set, 5% of 400 is 20 schools ($400 \times .05 = 20.0$)
Graduation Rates: High Schools added to either Tier I or Tier II due to a weighted average graduation rate of less than 60% over the past three years. Note: Extended graduation rates were not included in this data set.	
Step 1: Of the 516 Title I schools in improvement, corrective action or restructuring, 23 are high schools.	Step 1: Of the 400 schools that are Title I eligible, but not receiving funds, 104 are high schools.
Step 2: Of the 23 high schools, 1 has a graduation rate of less than 60% (and is not identified in lowest 5%). Therefore, only 1 high school was added to Tier I exclusively for graduation rates less than 60%.	Step 2: Of the 104 high schools, 4 have a graduation rate of less than 60%. 1 of the 4 high schools was identified in the lowest 5% above due to achievement. Therefore, 3 high schools were added to Tier II exclusively for graduation rates less than 60%.
Total Tier I Schools: 27 Schools	Total Tier II Schools: 23

SIG-G Steps 3-9:

- “Continuously enrolled students”. SIG-G A-3 (pg. 2) specifies that we must follow requirements for proficiency as specified in section 1111(b)(3) of ESEA. This includes the requirement to only use “Continuously Enrolled” students (students as of Oct 1 of that year).
- As with AYP calculations and as guided by 1111(b)(3) of ESEA (as specified in the Washington Federal Accountability Workbook, approved August 18, 2009), we are using a minimum N of 30 students for considering achievement or graduation rates¹. The summation of the number-of-students-tested is cumulative by content-area.

E.g.: A K-5 Elementary school will have data for grades 3, 4, and 5. If School-A tests 8, 9, and 7 students in grades 3, 4, and 5 reading respectively, they would have a total tested of 24 students. If School-B tests 12, 18, and 13 students in grades 3, 4, and 5 reading they have a total of 43 students.

- “Persistently”: in order to have a valid way to look at “persistently” low achieving schools, the school had to have 3 years of data in both Reading and Mathematics (2008, 2009, and 2010 data). Similarly for graduation rates, a school had to have 3 years of data.
- Progress and Lack of Progress: (see also: SIG-G page 7, question A-16 “Example 1”- Lack of Specific Progress). Using statewide results for the last 3 years, calculate the state’s progress defined as the slope of the linear regression of reading and math combined proficiency. This will need to be calculated each year with the most recent three years of data. For the 2008, 2009, and 2010, the state’s progress is equal to -0.003115 (-0.3%).
- Stack ranking within years and content areas: Each building in the consideration set was rank ordered from highest to lowest achieving in each content area by year within the consideration set for each tier. I.e. there are 6 ranks- 3 for Reading (2008, 2009, and 2010) and 3 for Mathematics (2008, 2009, and 2010).

Based on these 6 data points, we employ the “Added Ranks Method” (SIG-G page 6, question A-15 “Example 2”). Since the added ranks depend on the number of schools in each tier, the value associated with the sum of these six ranks will be 6 to (Number in Tier x 6). E.g. If the Tier has 75 schools, the possible values of the sum of the ranks will be 6 to 450. For each of the 6 rankings, we also identify the bottom 5% within each.

- FINAL Rank Ordering:
 - Schools in bottom 5% in at least once in both reading and mathematics
 - Total added ranks
 - Progress relative to the state
- Starting from the bottom of the list (those whose performance is in the bottom 5% in 6 of 6 possibilities) we count up the number of schools outlined in Step-2 above.

¹ Specifically-- 1111(b)(3)(xiii) of ESEA requires states to: “enable results to be disaggregated within each State, local educational agency, and school except that, in the case of a local educational agency or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;”

- Graduation Rate: As defined in SIG-G page 1—after the bottom 5% are selected, then any secondary schools with three year weighted graduation rate less than 60% is added to the list. Weighting for the weighted average is based on number of students in the on-time graduation cohort (see page 7 for detailed definition).

Table 3 provides an example of how the methodology was applied as described above:

Table 3: Example

For Tier 1, the consideration set is 450 schools. Therefore the rankings for each year/content area are from 1...450. The bottom 5% (highlighted in RED is 23 schools).

School	2007 Reading	2008 Reading	2009 Reading	2007 Math	2008 Math	2009 Math	Added Ranks	Progress
1	403	386	418	436	437	428	2508	No: -1.0
2	405	413	403	417	433	437	2508	No: -2.8
3	416	445	441	420	421	425	2568	No: -0.5
4	444	448	419	449	449	449	2658	No: -4.5

Applying the FINAL Rank Ordering described above:

- Schools in bottom 5% in at least once in both reading and mathematics
 - SCHOOL 4 is bottom 5% in BOTH reading and math and ranks to the bottom of the list
- Total added ranks: After applying the “bottom 5% in both” criteria, then we go to added ranks. Larger numbers go to the bottom of the list—so School 3 ranks below schools 1 & 2
- Progress relative to the state: Since schools 1 and 2 tie on added ranks (both at 2508) then Progress is the 3rd criteria applied.
 - Both Schools 1 and 2 are NOT making progress relative to the state, but the trend of improvement in school 2 is a -2.8 (i.e. school’s combined reading and math proficiency rate is declining by 2.8 points per year) and therefore, school 2 ranks below school 1.

Definitions of Tier I and Tier II: Verbatim from SIG-G page 1:

“Persistently Lowest-Achieving Schools” (Tier I and Tier II Schools)”

A-1. What is the definition of “persistently lowest-achieving schools”?

“Persistently lowest-achieving schools” means, as determined by the State:

(a) 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 C.F.R. § 200.19(b) that is less than 60 percent over a number of years;

and

(b) 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 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.

A school that falls within the definition of (a) above is a “Tier I” school and a school that falls within the definition of (b) above is a “Tier II” school for purposes of using SIG funds under section 1003(g) of the ESEA.

Achievement: most recent three years

Data Source: OSPI Student Information

For each year calculate the percent proficient in Reading and Mathematics.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	
School Code	RMet09 Gr03	RTot09 Gr03	MMet09 Gr03	MTot09 Gr03	RMet09 Gr04	RTot09 Gr04	MMet09 Gr04	MTot09 Gr04	RMet09 Gr05	RTot09 Gr05	MMet09 Gr05	MTot09 Gr05	RMet09 Gr06	RTot09 Gr06	MMet09 Gr06	MTot09 Gr06	RMet09 Gr07	RTot09 Gr07	MMet09 Gr07	MTot09 Gr07	RMet09 Gr08	RTot09 Gr08	MMet09 Gr08	MTot09 Gr08	RMet09 Gr10	RTot09 Gr10	MMet09 Gr10	MTot09 Gr10	
1	21	68	10	68	42	102	8	102	38	87	24	87																	
2									28	28	27	28	27	28	26	28	26	26	26	26	25	29	27	29	1	1	0	1	
3													165	241	103	241	139	234	123	233									
4													5	9	4	9	4	8	4	8	4	5	4	5					

NOTE: This is calculated ONLY when the Number of students is > 29.

Using the above data:

Notes:

- Proficiency percentages are calculated only when the Number of students (per subject area) is > 29.
- In this example—4th line: the total tested in Reading is 22 and the total tested in Math is 22—therefore neither proficiency rate is calculated.
- This example represents the results of one year. This is repeated for each of the three most-recent years.

AD	AE	AF	AG	AH	AI	AJ
RMet09	RTot09	MMet09	MTot09	RMetPcnt09	MMetPcnt09	R-M-MetPcnt09
101	257	42	257	39.3%	16.3%	27.8%
107	112	106	112	95.5%	94.6%	95.1%
304	475	226	474	64.0%	47.7%	55.8%
13	22	12	22			

Weighted Average Graduation Rate- Most recent three years:

Data Source: OSPI Student Information for year by year on-time graduation rates and the number of students in the on-time graduation cohort

This is a simple weighted average where the weighting is based on the number of students:

Where

- *Num09*, *Num08*, and *Num07* are the number of students in the on-time graduation cohort for the years 2009, 2008, and 2007 respectively
- *GradRate09*, *GradRate08*, and *GradRate07* are the percentage of students graduating on-time for the years 2009, 2008, and 2007 respectively

Attachment 3:

Copy of *LEA Instructions and Application Form for School Improvement Grants*





SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

FORM PACKAGE 520 DISTRICT APPLICATION

Due 5:00 p.m., Friday, March 4, 2011

Please read all information before completing Form Package 520 and the Attachment B. Note the following:

- Federal 1003(g) *School Improvement Grants* will be used in Washington State to fund (1) districts selected through a competitive process from the pool of Washington State districts with Tier I, Tier II, and Tier III school(s) identified through [federal guidelines](#) and (2) Required Action Districts identified through [state legislation](#).
- This application will serve as the foundation for all participating districts to use as they develop short- and long-term improvement plans to fully and effectively implement selected intervention(s) in identified schools during the three-year timeline included in this application.
- For Required Action Districts, the application in its entirety will also serve as the proposed action plan required through state legislation.
- To prepare districts for implementing school intervention models and improvement activities in the 2011-12 school year, a portion of funds will be available for pre-implementation activities in spring and summer 2011.
- Successful applicants for competitive *School Improvement Grants* may be eligible to renew *SIG* grants for up to two additional one-year periods (2012-13 and 2013-14) based on availability of federal funding.
- Grants for Required Action Districts will be renewed for two additional one-year periods (2012-13 and 2013-14) based on availability of federal funding.
- A description of the required elements for the federal interventions is included in Attachment A. Districts are expected to focus specifically on these required elements when completing their application.
- Districts should review the *Scoring Guides* that will be used to evaluate district applications; the rubrics contained in the *Scoring Guides* reflect the expectation that districts focus directly on required elements of the selected intervention(s) in their application.

PURPOSE

A total of \$546 million appropriated under the Elementary and Secondary Education Act (ESEA) is available nationwide for federal *School Improvement Grants*, Fiscal Year 2010. The purpose of these funds is to turn around the lowest five percent of persistently lowest-achieving Title I schools and Title I-eligible secondary schools, so that these schools make adequate yearly progress (AYP) and exit improvement status. More information may be found at:

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

Based on [federal guidelines](#) and [state legislation](#) (E2SSB 6696), *SIG* funds will be used in Washington State to:

- Provide financial resources to qualifying districts to implement selected intervention model(s) in identified Tier I and Tier II schools with strict fidelity, per federal regulations (see definitions of Tier I Schools and Tier II Schools below in *Criteria for Competitive SIGs*).

- Provide financial resources to qualifying districts to support activities and services in identified Tier III schools, per federal regulations (see definition of Tier III Schools below in *Criteria for Competitive SIGs*).
- Provide financial resources to Required Action Districts identified under E2SSB 6696 to implement selected intervention model(s) in identified school(s) with strict fidelity, per federal and state regulations.
- Provide technical assistance and training to use Washington’s *Online Tracker* to post intervention plans and monitor ongoing evidence of implementation and impact of intervention efforts.
- Build school and district capacity to implement one of the four intervention models prescribed in federal guidelines (see *Criteria for Competitive SIGs* below for descriptions of the four intervention models).
- Develop effective structures and conditions in schools and districts essential for continuous improvement of teaching and learning and to sustain reforms after the funding period ends.

CRITERIA FOR COMPETITIVE SIGs

Based on federal guidelines, *School Improvement Grants (SIGs)* are available to districts which (1) demonstrate greatest need, and (2) provide evidence of strongest commitment to use *SIG* funds to raise substantially student achievement and, if applicable, graduation rates, and exhibit capacity to implement and sustain reforms over time. Definitions of *Persistently Lowest-Achieving Schools*, *Greatest Need*, *Required Interventions*, and *Strongest Commitment* follow:

- *Persistently Lowest-Achieving Schools*: Schools with three consecutive years of data in the lowest 5% in both reading and mathematics and secondary schools with a weighted-average graduation rate less than 60% over a three-year period.
 - Weighing is equal between reading and mathematics.
 - Weighting is equal between elementary and secondary schools.
 - Weighted-average graduation rate is based on the number of students for each year.
 - Graduation rate is calculated as required in Guidance on School Improvement Grants, January 21, 2010 consistent with C.F.R. § 200.19(b)
- *Greatest Need*: To determine greatest need, federal guidelines segment schools into three categories: Tier I, Tier II, and Tier III. Districts must implement one of four required interventions (i.e., turnaround, restart, closure, or transformation) in the Tier I and Tier II schools it commits to serve.
 - **Tier I Schools**: Final requirements under section 1003(g) of the Elementary and Secondary Education Act (ESEA) specify that *SIGs* will be available to a State’s lowest 5% of persistently lowest-achieving Title I schools identified for improvement, corrective action, or restructuring. Title I high schools in improvement with weighted graduation rates less than 60% based on the last three years of data are also included in this category.
 - **Tier II Schools**: Federal requirements allow for *SIG* funds to be used in the State’s lowest 5% of persistently lowest-achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds. Tier II also includes Title I-eligible high schools with weighted graduation rates less than 60% based on the last three years of data.
 - **Tier III Schools**: Guidelines allow grants to Title I schools in improvement, corrective action, or restructuring that are not among the persistently lowest-achieving schools.

Note: Priority for selection will be given based on the following:

- Overall quality of district application: District addresses all required elements and demonstrates greatest need, strongest commitment, and capacity to serve; describes strategies to implement required elements of

selected intervention, including extending learning time for all students and staff; and addresses competing initiatives.

- Schools that have been on the persistently lowest-achieving list for two consecutive years.
- *Required Interventions:* SIGs will be awarded to eligible districts committing to implement one of the following four federally defined school intervention models in their Tier I and Tier II schools. *Note:* Tier I and Tier III schools in which a Turnaround or Restart model is applied will “start over” in the school improvement timeline, if the United States Department of Education’s (ED) approves the State’s waiver for this specific option.
 - **Turnaround model**, which includes, among other actions, replacing the principal and rehiring up to 50% of the school’s staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State’s academic standards. A turnaround model may also implement other strategies, such as any of the required and optional activities under the transformation model or a new school model (e.g., themed dual language academy).
 - **Restart model**¹, in which a district converts the school or closes and reopens it under the management of an education management organization (EMO) that has been selected through a rigorous review process.
 - **School closure**, in which the district closes the school and enrolls the students who attended the school in other higher-achieving schools in the district.
 - **Transformation model**, which addresses four areas critical to transforming persistently low-achieving schools. These areas include: developing teacher and principal leader effectiveness, implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

Please see Attachment A for an overview of the required and optional activities for the Turnaround and Transformation models.

- *Strongest Commitment:* In addition to *Greatest Need*, federal guidelines require States to look at *Strongest Commitment* and *Capacity* of the district to serve identified schools. The State must consider, at a minimum, the extent to which the application shows the district’s efforts and/or plans to:
 - Analyze school needs and match intervention to those needs.
 - Design interventions consistent with the four intervention model(s) described above.
 - Recruit, screen, and select external providers to ensure quality.
 - Embed interventions in longer-term plans to sustain gains in achievement.
 - Align other resources with the interventions.
 - Modify practices, if necessary, to enable full and effective implementation of the intervention(s).
 - Sustain the reforms after the funding period ends.

CRITERIA FOR REQUIRED ACTION DISTRICTS

As prescribed in state legislation (E2SSB 6696), districts from the following subset of districts with schools on the State’s FY2010 list of Persistently Lowest-Achieving Schools (PLAs) may be recommended for required action:

- District was eligible to apply on behalf of its Tier I or Tier II school for the FY2009 competition (Cohort I), but did not, OR
- District has Tier I or Tier II school on the FY2010 list of PLAs and the district is not currently funded through Cohort I of the School Improvement Grant.

¹ While Charter School Operators and Charter Management Organizations (CMOs) constitute a restart under the federal guidelines; these are not currently authorized by the Washington State Legislature.

Note: See definitions for Tier I and Tier II schools in *Criteria for Competitive SIGs* above. Required Action Districts must implement one of the four federally defined intervention models (i.e., turnaround, restart, closure, or transformation) in identified school(s). See *Criteria for Competitive SIGs* for definitions of the four intervention models.

From this list, districts will be prioritized based on *Greatest Need*, which is determined by the applying the following criteria—in the order listed—to the school’s performance on state assessments:

- School’s performance demonstrated declining improvement trends based on the last three years of data in reading and mathematics combined.
- School’s performance improved at a rate less than the State average in reading and mathematics combined in the most recent past three years for which data are available.
- School’s performance demonstrated the lowest levels of achievement in the all students group in reading and mathematics combined for the past three consecutive years.
- School’s performance demonstrated the lowest rate of improvement in reading and mathematics combined for the past three years.

FUNDING

Details for funds include the following:

- Competitive Awards - Anticipated Amount of Awards for Tier I, Tier II, and Tier III Schools: Districts may apply for funding ranging from \$50,000 annually to \$2,000,000 annually for each **Tier I**, **Tier II** and **Tier III** school the district applies to serve (see *Sample Annual District Allocation Model* below). This range limit permits OSPI to award the amount that may be necessary for successful implementation of one of the four intervention models described above in Tier I and Tier II schools. For example, a school of 500 students might require \$1 million and a large, comprehensive high school might require \$2 million to fully and effectively implement the intervention.
- Required Action District Awards: Districts may apply for funding ranging from \$50,000 annually to \$2,000,000 annually for each school the district is required to serve. Similar to competitive *SIGs*, this range permits OSPI to award the amount that may be necessary for successful implementation of the selected federal intervention model.
- Availability of Funds: Funds will be available in spring and summer 2011 for conducting pre-implementation activities to support all participating districts to create the conditions for full and effective implementation of selected intervention models and improvement activities/services in the 2011-12 school year.
- Parameters on Annual Budgets: To support districts to demonstrate declining reliance on grant funds and to avoid a “funding cliff” at the end of the grant period, funds will be dispersed according to the following schedule (pending availability of federal school improvement grant funds for Year 2 (2012-13) and Year 3 (2013-14):
 - Year 1: 40% of total three-year allocation
 - Year 2: 35% of total three-year allocation
 - Year 3: 25% of total three-year allocation

Sample funding tables are included at the end of this section.

- Priority for Selection: Participants will be selected as prescribed in federal guidelines and recently enacted State legislation. OSPI will prioritize based on criteria listed below.
 - i. Districts that apply to serve Tier I or Tier II schools or districts that have been designated for required action through E2SSB 6696. Additional consideration may be given to the following:
 1. Geographic distribution of Tier I and Tier II schools throughout the State.
 2. Number of schools served in each tier.
 3. Size of schools within each tier.
 - ii. If *SIG* grants have been awarded to each district that requested funds to serve a Tier I or Tier II school, then OSPI may award remaining *SIG* funds to districts that seek to serve Tier III schools, including districts that apply to serve only their Tier III schools.
 - iii. A district with one or more Tier I schools will not be awarded *SIG* funds to serve only its Tier III schools.
 - iv. Funds will not be awarded to districts for their Tier III schools, unless and until OSPI has awarded funds to fully serve all Tier I and Tier II schools across the state that districts commit to serve.

Additional information related to final selection follows:

<i>School Improvement Grant (Federal Guidelines)</i>	<i>Required Action Districts (Federal Guidelines and State Legislation)</i>
<p>Consideration Pool All schools on the State’s FY2010 list of Persistently Lowest-Achieving Schools (PLAs) as defined in Section A of the State’s application.</p>	<p>Consideration Pool As prescribed in E2SSB 6696, the subset of districts with schools on the State’s FY2010 list of Persistently Lowest-Achieving Schools (PLAs) that meet either of the following:</p> <ol style="list-style-type: none"> 1. District was eligible to apply on behalf of its Tier I or Tier II school for the FY2009 competition (Cohort I), but did not; or 2. District has a Tier I or Tier II school on the FY2010 list of PLAs and the district is not currently funded through Cohort I of the School Improvement Grant.
<p>Priority for Selection</p> <ol style="list-style-type: none"> 1. Overall quality of district application: District addresses all required elements and demonstrates greatest need, strongest commitment, and capacity to serve; describes strategies to implement required elements of selected intervention, including extending learning time for all students and staff; and addresses competing initiatives. 2. Volunteered for Cohort I of <i>School Improvement Grants</i>, but was not selected. 	<p>Priority for Selection Greatest need, which is determined by applying the following criteria—in the order listed—to the school’s performance on state assessments:</p> <ol style="list-style-type: none"> 1. School’s performance demonstrates declining improvement trends based on the last three years of data in reading and mathematics combined. 2. School’s performance improves at a rate less than the State average in reading and mathematics combined in the most recent past three years for which data are available as measured by state assessment scores. 3. School’s performance demonstrates the lowest levels of achievement in the all students group in reading and mathematics combined for the past three consecutive years. 4. School’s performance demonstrates the lowest rate of improvement in reading and mathematics combined for the past three years.

- **District-Level Activities:** Districts may use *SIG* funds to conduct district-level activities designed to support implementation of the selected school intervention model(s) in the district’s Tier I and Tier II schools and to support school improvement activities for each Tier III school identified in the district’s application.
- **As appropriate, State-Level Technical Assistance:** Districts will allow the State to holdback sufficient funds for required or requested and agreed-upon State-level technical assistance and other supportive services. Requested activities may be for implementing some of the required or optional activities noted in the intervention models in Tier I and Tier II schools, improvement activities in Tier III schools, pre-implementation activities, or associated district-level activities. Districts may also contact OSPI/DSIA regarding the use of external providers or other services which may be purchased through OSPI/DSIA.
- **Competitive Awards – Renewal:** To receive continued grant funding (based on availability of federal funding), districts will be required to renew their *SIG* application for Years 2 and 3 (i.e., 2012-13 and 2013-14). In the proposed budgets for Year 2 and Year 3 included in this application, districts are expected to address issues related to building capacity to sustain reforms after the funding period ends.

To be eligible for renewal, districts will be accountable for ensuring (1) their Tier I and Tier II schools meet, or are on track to meet, annual student achievement goals for all students and for subgroups in reading and mathematics (subject to approval by OSPI), as well as for making progress on the leading indicators; and (2) their Tier III schools are meeting annual goals (subject to approval by OSPI) outlined in their improvement plans.

Note: In their application, districts are required to include a timeline of activities for implementing intervention(s) in Tier I and Tier II schools and improvement activities in Tier III schools they are applying to serve. In their timeline, districts should include activities in Year 2 (2012-13) and Year 3 (2013-14) that are essential to sustaining reforms after the funding period ends. The three-year proposed budget should also reflect the expectation for building capacity for sustainability to avoid “funding cliffs” and to ensure reforms will continue into 2014-15 and beyond.

- **Required Action Districts - Renewal:** Grants will be renewed for two additional one-year periods (2012-13 and 2013-14), based on availability of federal funding. To receive continued grant funding, districts are required to renew iGrants for Years 2 and 3. In the proposed budgets for Year 2 and Year 3 included in this application, districts are expected to address issues related to building capacity to sustain reforms after the funding period ends.

Required Action Districts must include a timeline of activities for implementing intervention(s) in Year 2 (2012-13) and Year 3 (2013-14) that are essential to sustaining reforms after the funding period ends. The three-year proposed budget should also reflect the expectation for building capacity for sustainability to avoid “funding cliffs” and to ensure reforms will continue into 2014-15 and beyond.

Table 1: Sample District Allocation Model for Year 1

The table below provides a sample of how a district might plan to allocate funds in Tier I, Tier II, and Tier III schools for Year 1; totals are consistent with the Proposed Three-Year District Budget illustrated in Table 2.

Proposed District Budget for Year 1					
Tier	Total # of Schools in Each Tier	Total # of Schools District Applied to Serve	Possible Award	Proposed Budget	Total Proposed Budget For One Year
I	2	1	Between \$50,000 and \$2 million per school	\$700,000	\$700,000
II	1	1	Between \$50,000 and \$2 million per school	\$930,000	\$930,000
III	11	2	Between \$50,000 and \$2 million per school	\$200,000/school	\$400,000 (See “Priority” above regarding allocations to Tier III schools.)
District-Level Activities				\$70,000	\$70,000
TOTAL	14	4			Up to \$2,100,000 (Total does not exceed maximum allowed per school [up to \$2,000,000 per school])

In the event funding for the grants is not renewed, or if program requirements are changed, the Office of Superintendent of Public Instruction (OSPI) will collaborate with districts to modify their application.

Table 2: Sample Three-Year District Allocation Model: The table below provides a sample of how a district might plan to allocate funds in Tier I, Tier II, and Tier III schools over three years. In this example, the total three-year budget is up to \$5.25 million; totals for Year 1 budget are consistent with those in Table 1. Parameters for funding include:

- Year 1: 40% of total three-year budget (up to \$2.1 million based on a \$5.25 million budget)
- Year 2: 35% of total three-year budget (up to \$1.84 million based on a \$5.25 million budget)
- Year 3: 25% of total three-year budget (up to \$1.3 million based on a \$5.25 million budget)

Proposed Three-Year District Budget					
	Proposed Year 1 Budget		Proposed Year 2 Budget	Proposed Year 3 Budget	Proposed Total Three-Year Budget
	Pre-Implementation	Year 1 – Full Implementation			
Tier I School	\$200,000	\$500,000	\$612,500	\$437,500	\$1,750,000
Tier II School	\$200,000	\$730,000	\$813,750	\$581,250	\$2,325,000
Tier III School A	\$50,000	\$150,000	\$175,000	\$125,000	\$500,000 (See “Priority” above regarding allocations to Tier III schools.)
Tier III School B	\$40,000	\$160,000	\$175,000	\$125,000	\$500,000 (See “Priority” above regarding allocations to Tier III schools.)
District-Level Activities	\$20,000	\$50,000	\$61,250	\$43,750	\$175,000
TOTAL	\$510,000	\$1,590,000	\$1, 837,500	\$1,312,500	Up to \$5,250,000

TIMELINE

Date	Action	School Improvement Grant	Required Action District
Jan 2011	OSPI publishes list of Tier I, Tier II, and Tier III schools immediately after final approval of State application by ED.	X	X
Jan 7, 2011	OSPI notifies districts of their eligibility to participate in competitive application process for <i>SIGs</i> , pending ED approval of State application.	X	
Jan 12, 2011	OSPI submits recommendation for Required Action Districts to State Board of Education (SBE); SBE takes action on the recommendation.		X
Jan 14, 2011	Districts applying for competitive <i>SIGs</i> submit their <i>Statement of Interest</i> .	X	
Jan 19, 2011	OSPI posts application template, instructions, scoring guide, and related information on the electronic application system (i.e., iGrants); print copies of application, federal school improvement grant guidelines, instructions and scoring guide sent to eligible districts. Required Action Districts will utilize the same application process to submit their proposed required action plan.	X	X
Jan 20, 2011	OSPI conducts informational webinar for districts to complete applications for <i>SIGs</i> .	X	
Jan 20, 2011	OSPI conducts informational webinar for Required Action Districts to complete their application/proposed action plan.		X
Jan 21, 2011	OSPI establishes External Review Panel for district applications.	X	X
Jan – Mar 2011	OSPI issues weekly FAQs (questions and answers) to affected district superintendents following webinars. Web email address (SIG@k12.wa.us) will be used for frequently asked questions.	X	X
Jan 24-Feb 18, 2011	<i>School-Level Needs Assessment</i> (or, for Required Action Districts, an <i>Academic Performance Audit of the School and District</i>) are conducted in each Tier I and Tier II school that districts have indicated they will apply to serve and in identified schools in Required Action Districts. Reports will be provided to district superintendents within one week of the assessment/audit.	X	X
Jan – Feb 2011	School boards in Required Action Districts hold public hearing to allow for comment on the proposed action plan.		X
Mar 4, 2011	Districts submit applications.	X	X
Mar 8-10, 2011	External Review Team scores district applications.	X	X
Mar 10, 2011	Districts submit required action plans to State Board of Education (SBE); SBE takes action regarding district plans.		X
Mar 14-18, 2011	OSPI reviews district applications.	X	X
Mar 21-25, 2011	OSPI conducts face-to-face interviews.	X	X
Mar 31, 2011	OSPI announces awardees of competitive <i>SIGs</i> .	X	
Apr 22, 2011	OSPI allocates funding to districts through the electronic application system (i.e., iGrants); districts submit final budget request in iGrants.	X	X
Apr 29, 2011	OSPI posts all final district applications for <i>SIGs</i> and proposed action plans from Required Action Districts on OSPI website.	X	X
Spring – Summer 2011	Districts and schools conduct pre-implementation activities.	X	X
Spring – Summer 2011	OSPI and districts monitor pre-implementation activities.	X	X
Aug 2011	Districts and schools begin implementation of intervention model(s)	X	X

REQUIREMENT TO OPERATE SCHOOLWIDE TITLE I PROGRAMS

A targeted assistance Tier I or Tier II school that receives FY2010 *SIG* funds to begin implementation of an intervention model must become a schoolwide school, through the schoolwide waiver, in order to fully implement the selected intervention model by the beginning of the 2011-12 school year. Districts are required to apply for the schoolwide waiver in their application in order to operate the Title I schoolwide program in their targeted assistance Tier I or Tier II participating school. To the extent the percentage of students from low-income families attending a Tier I school operating a targeted assistance program is at or about 40 percent, a waiver is not needed.

COMPETITIVE *SIGs* - WHO SHOULD APPLY?

Districts that submit applications must be willing to implement with fidelity one of the four specified intervention models in identified Tier I and Tier II schools and to provide improvement activities and services in identified Tier III schools. Districts must be willing to provide evidence of *Greatest Need* and *Strongest Commitment* as defined in *Criteria for Competitive SIGs* above. Finally, districts must be willing to engage in assessment, data collection, evaluation, and other activities described in the *Assurances* in the *School Improvement Grant* application. Note: Approximately \$7.5 million is available in FY2010 for both Required Action Districts and districts awarded Competitive *SIGs*. OSPI may allocate *up to 50% of these funds* to serve Required Action Districts.

REQUIRED ACTION DISTRICTS - WHO MUST SUBMIT AN APPLICATION/ACTION PLAN?

Districts identified by OSPI and approved for required action by the State Board of Education must complete this Form Package. It will serve as the district's proposed required action plan. Districts may request reconsideration of their designation for required action within 10 school days of receipt of written notification of their designation as such. Note: Approximately \$7.5 million is available in FY2010 for both Required Action Districts and districts awarded Competitive *SIGs*. OSPI may allocate *up to 50% of these funds* to serve Required Action Districts.

WHAT WILL BE EXPECTED OF THE DISTRICT?

Completing the Application:

Districts must submit their completed Form Package 520 to OSPI on iGrants by **5:00 p.m. on Friday, March 4, 2011**.

Districts are required to complete the following actions *prior* to submitting their application:

- Competitive *SIGs* - Identify Participating Schools: Only Title I schools and Title I-eligible secondary schools identified by OSPI as a Tier I, Tier II, or Tier III school may be served by *SIG* funds. In its application, each district will identify school(s) it will apply to serve and demonstrate capacity to do so; the district may decide it can best impact student achievement by focusing on a subset of its eligible schools.
- Conduct External School-Level Needs Assessments/Academic Performance Audits: Each district applying for competitive *SIGs* must arrange to have an OSPI-sponsored external *Needs Assessment* completed by The BERC Group in each Tier I and Tier II school the district identifies it will serve. Required Action Districts must engage in an OSPI-sponsored external *Academic Performance Audit* in both the school and district. The *Needs Assessment/Audit* is intended to assist the district in identifying the intervention model appropriate to each school. Note: The *Audit* yields the same data and reports as the *Needs Assessment*.
 - *Needs Assessments/Audits* will be conducted during January and February 2011. Both will be completed in one day per school by the BERC Group.
 - Both the assessment and audit include the following: classroom observation study focusing on instructional practices within the school; analysis of the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*; and analysis of data around student performance, student demographics, mobility patterns, school feeder patterns, strategic allocation of resources, and as applicable, alternative school best practices.
 - The *Academic Performance Audit* for Required Action Districts will include a review of district-level practices and policies to identify potential barriers in district practice/policy that may impede the district's

ability to implement a particular intervention model. District practices and policies will also be reviewed as part of the *School-Level Needs Assessment*.

- Findings from *Needs Assessments/Audits* must be made available to the school's staff, parents, and the community; the district; and other stakeholders. Additionally, for Required Action Districts, findings from *Audits* must be made available to the district's staff and community and the State Board of Education.
- **Engage Stakeholders:** Districts must engage relevant groups, including employee associations and representatives of stakeholder groups, to complete their application. It is essential they collaborate with local education associations on the matter of personnel evaluations and assignments within the specified intervention models. Required Action Districts must develop their plan in collaboration with administrators, teachers, and other staff, parents, unions representing any employees with the district, students, and other representatives of the local community.

Throughout the Duration of the Grant:

- **Implement Intervention Models:** Participating districts must implement selected intervention model(s) with strict fidelity, per federal regulations. Federal intervention models include: turnaround, restart, school closure, and transformation. Detailed requirements for each of the four specific school intervention models are included in Attachment A. They are also available at <http://www.ed.gov/programs/sif/applicant.html>.
- **Support School Improvement in Tier III Schools:** Districts must support school improvement activities and services identified in the *SIG* application at the school or district level for each participating Tier III school.
- **Participate in Ongoing Assessment and Data Collection:** Assurances require districts to use Washington's *Online Tracker* for posting intervention plans and providing ongoing evidence of implementation and impact of intervention efforts. Data include, but are not limited to, findings from needs assessments and analyses, classroom walkthrough summary data, student and classroom assessment data and interventions, and progress toward leading indicators and other measures of performance. Details regarding leading indicators are available on page 65656 of the *Final Notice* at <http://www2.ed.gov/legislation/FedRegister/finrule/2009-4/121009a.pdf>. Additionally, participating districts can expect on-site monitoring and technical assistance visits to verify successes and address challenges associated with implementation of the grant.
- **Hold Tier I and Tier II Schools Accountable:** Districts must hold their Tier I and Tier II schools served with *SIG* funds accountable each year for meeting, or being on track to meet, achievement goals in reading and mathematics and as applicable, annual goals related to decreasing dropout rates, with respect to all students and each subgroup of students and for making progress on leading indicators. Goals are subject to approval by OSPI.
- **Hold Tier III Schools Accountable:** Districts must hold their Tier III schools served with *SIG* funds accountable each year for meeting improvement goals (subject to approval by OSPI).
- **Participate in Required Evaluations:** Districts and participating schools are required to take part in any federally required evaluations of the *School Improvement Grant*. Districts are also required to participate in OSPI's three-year *Program Evaluation of School Improvement Initiatives*.

TECHNICAL ASSISTANCE AVAILABLE FROM OSPI

As a support to districts, OSPI offers an external *District-Level Needs Assessment* and action planning process using Washington's *Online Tracker* for feedback on district practices associated with supporting schools to accelerate and substantially raise student achievement. The same tool will be used for posting school intervention plans and providing ongoing evidence of implementation and impact of intervention efforts. Tools for the *District-Level Needs Assessment* align with OSPI's [*Characteristics of Improving Districts: Themes from Research*](#).

Additionally, OSPI's District and School Improvement and Accountability Division (DSIA) can serve as a partner in delivering supportive services and technical assistance. Over the last two years, DSIA developed and field tested practices in such areas as:

- Identification of *essential* standards;
- Mathematics and reading program gap analyses;
- Mathematics benchmark assessments;
- Use of online data management systems for storing and analyzing ongoing results from formative and summative assessments; and
- Use of classroom walkthrough processes, including online data collection/management, professional development, and coaching for instructional leaders in effective classroom practices.

Interest in technical assistance for these or other practices should be further explored by working directly with OSPI's District and School Improvement and Accountability Division. Please email inquiries to SIG@k12.wa.us.

Attachment A

Four Federal Intervention Models

**Note: Adapted from the *Components of Four Federal Intervention Models*
Developed by the Washington State Board of Education, January, 2010**

The four intervention models defined in federal guidance for *School Improvement Grants* include: **Turnaround, Transformation, School Closure, and Restart**. A district must agree to implement fully and effectively one of these interventions in each Tier I and Tier II school that the district commits to serve.

The **School Closure model** does not require any of the components below, but does require that students are sent to other higher-achieving schools in the district.

The **Restart model** requires the district to convert or to close and reopen the low-achieving school under a charter organization (currently not authorized in Washington) or education management organization (EMO), which is a non-profit or for-profit organization that provides whole school operation services to a district (optional in Washington State). An EMO must be selected through a rigorous review process. A restarted school must enroll, within grades it serves, any former student who wishes to attend the school.

Highlights of Required Activities and Optional Activities for the **Turnaround model** and **Transformation model** are described below. A **Turnaround model** may implement any of the Required Activities or Optional Activities described in the **Transformation model**.

X = Required	O = Optional	
	Turnaround	Transformation
Teachers and Leaders		
Replace the principal.	X	X²
Use locally adopted competencies to measure effectiveness of staff who can work in turnaround environment; use to screen existing staff and select new staff.	X	
Screen all existing staff, rehiring no more than 50%.	X	
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	X	X
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals that are developed with staff and use student growth as a significant factor.	O	X
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.	O	X
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school.)	O	O
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher's seniority.	O	O

² Federal guidance for the transformation model permits an LEA to continue a previously implemented intervention aimed at turning around a low-achieving school that included hiring a new principal for that purpose. Accordingly, an LEA taking advantage of this flexibility should be able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.

Instructional and Support Strategies		
Use data to select and implement an instructional program that is research based and vertically aligned to each grade and state standards.	X	X
Provide staff ongoing, high quality, job-embedded professional development aligned with the school’s comprehensive instructional program and designed with school staff.	X	X
Ensure continuous use of data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.	X	X
Institute a system for measuring changes in instructional practices resulting from professional development.	O	O
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	O	O
Implement a schoolwide “response to intervention” model.	O	O
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	O	O
Use and integrate technology-based supports and interventions as part of the instructional program.	O	O
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, and smaller learning communities.	O	O
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	O	O
Secondary Schools: Improve student transition from middle to high school.	O	O
Secondary Schools: Establish early warning systems.	O	O
Learning Time and Support		
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	X	X
Provide appropriate social-emotional and community-oriented services and support for students.	X	O Note: Guidelines indicate school may partner with parents and community organizations to provide these services
Provide ongoing mechanisms for family and community engagement.	O	X
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	O	O
Implement approaches to improve school climate and discipline.	O	O
Expand program to offer pre-kindergarten or full day kindergarten.	O	O

Governance		
Adopt a new governance structure to address turnaround of school(s); the district may hire a chief turnaround officer to report directly to the superintendent.	X	O
Grant sufficient operational flexibility (e.g., staffing, calendar, budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.	X Note: Guidelines indicate <i>Principal</i> is granted operating flexibility.	X Note: Guidelines indicate <i>School</i> is granted operating flexibility.
Ensure school receives intensive ongoing technical support from district, state, or external partners.	O	X
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	O	O
Implement a per pupil school-based budget formula that is weighted based on student needs.	O	O

NOTE: Examples of new schools which may be implemented in **Turnaround model** or **Restart model** include theme-based academies, such as STEM or dual language.

Attachment B District Application

This application in its entirety serves as the foundation for all participating districts to use as they develop short- and long-term improvement plans to fully and effectively implement selected intervention(s) in identified Tier I and Tier II schools and school improvement activities in identified Tier III schools during the three-year timeline submitted in this application. Districts selected through this process will be required to develop, implement, and monitor short- and long-term plans aligned with this application.

All applicants must respond to questions aligned with [federal guidelines for School Improvement Grants](#), and for Required Action Districts, to questions based on both federal guidelines and [state legislation](#). Districts are strongly encouraged to review the **Scoring Guide**, found under the profile link in iGrants, which will be utilized to evaluate district applications.

SECTION A: SCHOOLS TO BE SERVED

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

SECTION B: DESCRIPTIVE INFORMATION

Refer to the following table to determine which questions from Section B must be addressed in this application.

Applicant	Mandatory Questions in Section B
Districts applying for competitive <i>School Improvement Grants (SIGs)</i> to serve their Tier I and Tier II school(s)	#1 through #5 and #8 Applications with incomplete answers will not be considered.
Districts applying for competitive <i>School Improvement Grants (SIGs)</i> to serve their Tier III school(s)	#6 and #7 Applications with incomplete answers will not be considered.

Required Action Districts funded through federal <i>School Improvement Grants (SIGs)</i>. Note: This application serves as the proposed action plan required through state legislation.	#1, #3, #4, #5, and #8 Applicants are required to respond to all questions completely.
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Question #1a: Is the District applying to serve a Tier I or Tier II school identified by the State? Yes No
 If “Yes” continue with Question #1b; if “No” continue to Question #6a.

Question #1b: Describe the process used to determine the appropriate intervention model (i.e., turnaround, restart, school closure, transformation) for each Tier I and Tier II school the District has committed to serve. Also describe ways in which findings of the required OSPI *School-Level Needs Assessment/Academic Performance Audit* were utilized. Include the name(s) of the school(s) in the description.

Note: Districts applying for competitive *SIGs* will complete the OSPI-sponsored external *School-Level Needs Assessment*; Required Action Districts will complete the OSPI-sponsored external *Academic Performance Audit* at both the school and district levels.

Question #1c: Provide evidence the District has capacity to use *SIG* funds to provide adequate resources and related support to each Tier I and Tier II school in order to fully and effectively implement the required activities of the selected intervention model(s).

Question #2a: Is the District (1) applying to serve each Tier I school identified by the State or (2) a Required Action District? Yes No
 If “Yes” continue to Question #3a; if “No” answer Question #2b and then continue to Question #3a.

Question #2b: Explain why the District lacks capacity to serve each Tier I school, that is, why the District is NOT choosing to serve each Tier I school with *SIG* funds. Include the name(s) of the Tier I school(s) the District is choosing NOT to serve.

Question #3a through #3e: The following questions refer to actions the District may have taken, in whole or in part, prior to submitting this application, but most likely will take after receiving a *School Improvement Grant*. Actions should specifically relate to required elements of the selected intervention(s) and align directly to strategies described in the tables used to respond to Question #4 and proposed budgets included in Section C.

- **Question #3a:** For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to design and implement the selected intervention model(s) consistent with final *SIG* requirements. Note: The tables provided in Question #4 will serve as the response to Question #3a; no additional response is required.
- **Question #3b:** For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District. This may include the use of external consultants, the District and School Improvement and Accountability Division (DSIA) of OSPI, regional Education Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO].) NOTE: The use of external partners is not required, but is an option at the discretion of the district.

If the District plans to use an external lead partner organization or EMO, explain actions the District has taken, or will take, to recruit, screen, and select external provider(s). Districts may contact DSIA for information regarding State-vetted external providers.

- **Question #3c:** For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to align other existing and new resources to fully and effectively implement the intervention model(s).

- **Question #3d:** For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to modify its practices or policies, if necessary, that will enable identified school(s) to fully and effectively implement the intervention(s).
- **Question #3e:** For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to sustain the reforms after the funding period ends.

Question #4: Provide a three-year timeline delineating the steps the District will take to implement the selected intervention model(s) in each Tier I and Tier II school identified in this application. For every district that plans to carry out pre-implementation activities, the timeline should also identify pre-implementation activities that will be utilized in spring and summer 2011 to prepare for full and effective implementation of the selected intervention(s) in the 2011-12 school year. Note: Activities in the timeline should correspond directly to the budget and to the responses to Questions #3b - #3e provided in this application.

Use the tables below to assist in responding to this question. Complete one set of tables for each identified Tier I and Tier II school. Insert additional rows as needed to ensure each required element of the selected intervention model is addressed. For example, the timeline for Turnaround and Transformation models must include the following: replacing the principal and selecting school leadership demonstrating capacity for turning around school performance; adding sufficient number of minutes to the school year to expand student learning time to ensure all students have access and opportunity to achieve to high levels; and implementing aligned curriculum, classroom instruction, assessments, and interventions.

The timeline described in each table should reflect Assurance #3 in the District’s application that it will implement research-based strategies or practices that align with required elements of the selected intervention(s) and are appropriate to the school’s grade band. These may include Response to Intervention System (RtI), assessment systems (e.g., Kindergarten Readiness Pilot (WaKIDS), Mathematics Benchmark Assessments, social-emotional support programs (e.g., Navigation 101, PBIS (Positive Behavior Intervention System), AVID (Advancement Via Individual Determination), or STEM (Science, Technology, Engineering, and Mathematics).

School: _____ **Intervention:** _____

- Is the School currently operating as a Title I Schoolwide Program? Yes No
- Is the School currently operating a Navigation 101 Program? Yes No
- If the School serves elementary students, is it currently operating a full-day Kindergarten program?
 Yes No Not applicable
- If the School serves elementary students, is it currently operating a Pre-K program?
 Yes No Not applicable

Question #5a: Use the chart below to describe proposed annual goals for student achievement on the State’s assessments in reading and mathematics the District established to monitor each Tier I and Tier II school that receives *SIG* funds. If the Tier I or Tier II school also has a weighted-average graduation rate of less than 60%, include annual goals related to decreasing its annual dropout rate from grade to grade for grade 7 through grade 12 or for all grades served. Districts may also include additional annual goals they will use to monitor each Tier I and Tier II school.

Goals must be sufficiently rigorous to lead to the school substantially raising student achievement and making significant progress toward exiting improvement status by the end of the funding period. At a minimum, Required Action Districts must establish goals that will be sufficient to allow the District to be removed from the list of districts designated for required action by the State Board of Education within the three years of grant funding. Goals are subject to approval by OSPI.

Note: Districts in Cohort II of School Improvement Grants update their *SIG* budgets each spring for the subsequent school year (i.e., 2012-13 and 2013-14) through OSPI’s electronic application system. OSPI will consider the criteria listed below when determining whether to renew all or a portion of the district’s *SIG* (and for those districts designated for required action) and will provide each district with a summary of its findings by April 30.

- a. Monthly or quarterly reports or formative assessment data to determine on an ongoing basis if the school is on track to meet annual goals and targets for leading indicators.
- b. Evidence of the district’s commitment and fidelity of implementation of the intervention model(s), as described in Section B of its application.
- c. Actions the district has taken to build capacity for using *SIG* funds to provide adequate resources and related support to each Tier I and Tier II school identified in the district’s application in order to implement fully and effectively the selected intervention in each of those schools.
- d. As it becomes available, the difference between annual goals and leading indicators established in the district’s application/approved by OSPI and the annual outcomes for each school.
- e. As it becomes available, the difference between individual school results and state results on state assessments in reading and mathematics for both absolute performance and growth/gains for the “all students” group and for each subgroup.

Note: If the school is not making satisfactory progress as indicated through monthly or quarterly reports or formative assessment data, then the district is required to describe actions it will take to accelerate improvement in identified school(s); provide rationale for the lack of progress in identified school(s); explain why consideration should be given to continued funding for that school(s); and identify actions the district will take in order to accelerate improvement in that school(s).

Proposed Annual Goals

Directions: Use the chart below to describe annual goals on State assessments that will be used to monitor Tier I and Tier II school(s) identified in this application (subject to OSPI approval). Districts may also identify additional annual goals that will be used to monitor progress in these Tier I and Tier II school(s). Insert a separate chart for each identified school.

School Name: _____

Grade Level	Annual Goals for Mathematics on State Assessments	Annual Goals for Reading on State Assessments
3	2011-12: 2012-13: 2013-14:	2011-12: 2012-13: 2013-14:
4	2011-12: 2012-13: 2013-14:	2011-12: 2012-13: 2013-14:
5	2011-12: 2012-13: 2013-14:	2011-12: 2012-13: 2013-14:

6	2011-12: 2012-13: 2013-14:	2011-12: 2012-13: 2013-14:
7	2011-12: 2012-13: 2013-14:	2011-12: 2012-13: 2013-14:
8	2011-12: 2012-13: 2013-14:	2011-12: 2012-13: 2013-14:
10	2011-12: 2012-13: 2013-14:	2011-12: 2012-13: 2013-14:

Annual Goal(s) for Decreasing Dropout Rates

Note: Goals are for grade to grade, grade 7 through grade 12, or for all grades served.

School Name: _____

2011-12:
2012-13:
2013-14:

Question #5b: Describe how the District will use interim assessments or other measures of progress to determine if students are on track to reach annual goals the District has established to monitor its Tier I and Tier II schools that receive *SIGs* (goals subject to OSPI approval).

Question #6a: Is the District applying to serve a Tier III school identified by the State? Yes No
If “Yes,” complete Questions #6b and #7 only, and continue to Section C (Budget) in iGrants.
If “No,” continue to Question #8.

Question #6b: For each Tier III school identified in the application, describe services the school will receive or improvement activities the school will implement. Services may be provided by the District, or with the approval of the District, by the District and School Improvement and Accountability Division of OSPI or by other external providers (e.g., regional Educational Service Districts). Include the timeline for providing these services and activities. Timeline should also include pre-implementation services/activities conducted in spring and summer 2011 to provide for full and effective implementation in the 2011-12 school year.

Question #7: Describe goals the District has established (subject to OSPI approval) in order to hold accountable those Tier III schools that receive *SIG* funds.

Question #8: Describe how, as appropriate, the District collaborated with administrators, teachers, and other staff; parents; unions representing employees within the District; students; and other representatives of the local community to develop this application and implement intervention model(s) in its Tier I and Tier II schools. Attach evidence demonstrating how the District is collaborating on matters related to contracts and current collective bargaining practices (e.g., Memorandum of Understanding).

SECTION C: BUDGET

A district must include a proposed budget that indicates the amount of *SIG* funds the district will expend each year in each Tier I, Tier II, and Tier III school it commits to serve. The proposed budget for Year 1 must also indicate the amount of *SIG* funds the district will expend for pre-implementation activities in spring and summer 2011 in each identified school.

Instructions:

1. Summary of the Proposed Three-Year Budget

In the space below, provide proposed funding amounts and budget narrative indicating how the district will allocate *SIG* funds over a maximum three-year period, with **separate** budgets for each of the Tier I, Tier II, and Tier III schools the district commits to serve. The proposed budget should be consistent with the activities and timeline described in Question #4 of this application.

- Identify **each Tier I, Tier II, and Tier III school** the District commits to serve.
- Identify the **model** that the District will use in each Tier I and Tier II school.
- Include the **total for each year for the district** (for a maximum of 3 years through September 30, 2014). Include the total for pre-implementation activities in the budget for Year 1 for the district.

- d. Include the **total for each year for each Tier I, Tier II, and Tier III school** (for a maximum of 3 years through September 30, 2014). Description should include name of each school and the total proposed budget for that school for each year. Include the pre-implementation activities in the budget for Year 1 for the each school.
- e. Compute **totals for the district and each Tier I, Tier II, and Tier III school** for a maximum of 3 years (through September 30, 2014).
- f. Provide **budget narrative** to support proposed budget.

Proposed Three-Year Budget - Amounts

Building	Tier	Model	Year 1	Year 2	Year 3	Total
District	N/A	N/A	\$0	\$0	\$0	\$0
School #1	\$0	\$0	\$0	\$0	\$0	\$0
School #2	\$0	\$0	\$0	\$0	\$0	\$0
School #3	\$0	\$0	\$0	\$0	\$0	\$0
Totals	\$0	\$0	\$0	\$0	\$0	\$0

Proposed Three-Year Budget - Narrative

Provide rationale to support the amounts included in the three-year budget. Refer to the activities and timeline described in Section B, Question #4. Narrative should specifically address required elements for the selected intervention model.

Note: Approval of proposed budgets for subsequent years (2012-13 and 2013-14) will be based on school and district performance on agreed-upon measures and availability of federal school improvement grant funds.

2. Individual Proposed District and School Budgets through June 30, 2012 (Year 1)

In the space below, provide **individual** proposed funding amounts and budget narrative indicating how the district will allocate *SIG* funds through June 30, 2012, with **separate** detailed budgets for the district and each of the Tier I, Tier II, and Tier III schools the district is committing to serve. Proposed budget should include expenditures to support pre-implementation activities identified in this application. All amounts should be consistent with the activities and timeline described in Question #4 of this application.

The proposed budget must provide sufficient funding through June 30, 2012 for the following actions:

- o Conduct school and district activities during the pre-implementation period (spring and summer 2011) that will enable full and effective implementation of the selected intervention (i.e., turnaround, restart, closure, transformation) in each Tier I and Tier II school and improvement activities at each Tier III school identified in this application.
- o Implement the selected school intervention model in each Tier I and Tier II school it commits to serve.
- o Conduct district-level activities designed to support implementation of the selected school intervention models in identified Tier I and Tier II schools.
- o Support school improvement activities at the school or district level for each identified Tier III school.

As appropriate, include State-level technical assistance and other supportive services required or requested and agreed upon by OSPI and the district. Requests may support pre-implementation activities at the school or district level, implementation of intervention models in Tier I and Tier II schools and improvement activities in Tier III schools, or associated district-level activities. Districts may also contact OSPI/DSIA regarding the use of external providers.

Individual Proposed District and School Budgets through June 30, 2012 (Year 1)

District: _____

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total									\$0

Building Name: _____

Intervention Model (if Tier I or Tier II): _____

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total									\$0

SECTION D: ASSURANCES

Note: Assurances #7, 10 and 22 are new

US Department of Education Assurances:

1. Use its School Improvement Grant to implement fully and effectively an intervention model in each Tier I and Tier II school that the District commits to serve, consistent with the final requirements;
2. Establish annual goals for student achievement on the State’s assessments in both reading and mathematics, and if applicable, goals for reducing dropout rates, and measure progress on the leading indicators and locally or state determined interim assessments in order to monitor each Tier I and Tier II school that it serves with *SIG* funds;
3. If applicable, establish goals (approved by OSPI) to hold accountable its Tier III schools that receive school improvement funds (goals and leading indicators subject to approval by OSPI);
4. If implementing 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;
5. Report the required school-level data in a manner determined by Office of Superintendent of Public Instruction (OSPI);

SEA Assurances:

6. Implement one or more research-based strategies or practices that align with required elements of the selected intervention(s) and the school’s grade band, such as Response to Intervention System (RtI), assessment systems (e.g., Kindergarten Readiness Pilot [WaKIDS], Mathematics Benchmark Assessments), social-emotional support

- programs (e.g., Navigation 101, PBIS [Positive Behavior Intervention System], AVID [Advancement Via Individual Determination]), or STEM [Science, Technology, Engineering, and Mathematics];
7. Participate in on-site monitoring and technical assistance visits to verify successes and address challenges associated with implementation;
 8. Utilize an OSPI-specified online tool (i.e., Washington's *Online Tracker*) for posting intervention plans and providing ongoing evidence of implementation and impact of intervention efforts. Data include, but are not limited to, findings from needs assessments/audits and analyses, classroom walkthrough summary data, student- and classroom-level assessment data and interventions, and progress toward leading indicators and other performance indicators. Details regarding leading indicators are available on page 66370 of the Final Notice at <http://www2.ed.gov/programs/sif/2010-27313.pdf>;
 9. Hold their Tier I and Tier II schools served with *SIG* funds accountable each year for meeting, or being on track to meet, achievement goals with respect to all students and each subgroup of students in reading and mathematics and for making progress on leading indicators;
 10. Utilize the schoolwide waiver to implement, as applicable, a schoolwide Title I program in each targeted assistance Tier I and Tier II school to support full and effective implementation of the selected intervention in 2011-12 (Note: A targeted assistance school that receives *SIG* funds to begin implementation of an intervention model in the 2011-12 school year must become a schoolwide school, through the schoolwide waiver, beginning in the 2011-12 school year. The district is required to apply for the schoolwide waiver in order to operate the Title I schoolwide program in a targeted assistance Tier I or Tier II participating school. To the extent the percentage of students from low-income families attending a Tier I school operating a targeted assistance program is at or about 40 percent, a waiver is not needed);
 11. Take part in any United States Department of Education (ED) evaluations of the school improvement grant and OSPI's three-year evaluation of statewide improvement initiatives;
 12. Comply with all federal and state statutes and administrative regulations and all program plans and applications which are applicable to each model included in this application;
 13. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the applicant and in the event of an audit exception, repay federal funds upon completion of audit resolution;
 14. Adopt and use proper methods of administering each program in this application, including but not limited to the enforcement of any obligations imposed by federal and state statutes and administrative rules on the applicant responsible for carrying out each program and correcting any deficiencies in program operations that are identified through audits, monitoring, or evaluation;
 15. Maintain accurate and timely program plan records that document progress in implementing the plans in this application, and amend any application plan when necessary to reflect significant changes in program and/or budget and at OSPI's request if needed;
 16. Allow OSPI to hold back *SIG* funds to deliver supportive services and technical assistance as required or requested and agreed upon by OSPI and the district;
 17. Provide all information as directed or as requested by OSPI, the Secretary for the Department of Education, and other federal officials for audit, program evaluation compliance, monitoring, and other purposes and to maintain all records for the current years;
 18. Certify it has consulted with relevant stakeholders, including personnel associations, regarding the application before submission and has considered such comments in the development of its application;
 19. Certify the local school board has reviewed this application and committed to eliminate barriers to reform and to support full and effective implementation of the selected intervention (s) and/or improvement activities outlined in this application;
 20. Certify that persons responsible for the application are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this program by any federal department or agency; and
 21. Certify that no funds will be paid by, or on behalf of, the applicant to any person for influence or attempting to influence an officer or employee of any federal or state department or agency.
 22. For Required Action Districts only: Certify it will comply with all requirements outlined in E2SSB 6696 for Required Action Districts.

SECTION E: WAIVERS

The district must check each waiver that it will implement. If the district does not intend to implement the waiver with respect to each applicable school, it 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.

Attachment 4:

Copy of *Scoring Guide and Scoring Rubrics for SIG District Application*



Attachment C Districts Applying for Competitive School Improvement Grants (SIGs) Scoring Guide

DISTRICT: _____

REVIEWER # _____

____/100

TIER I and TIER II Schools: _____

TIER III Schools (If applicable): _____

DIRECTIONS TO READERS:

Each application will have at least three readers; readers are not to share or compare scores. Follow these steps when scoring each application:

1. Read and score each section of the application, using the *Scoring Guide* to determine *Points Awarded* for each question.
 - a. All districts must complete the following: *Assurances, Certification, Section A: Schools to be Served, Section C: Budget*, and if applicable, *Section D: Waivers*.
 - b. The table below outlines which questions must be addresses in Section B by applicants:

Applicant	Mandatory Questions
District applying for competitive <i>School Improvement Grants (SIGs)</i> to serve its Tier I and Tier II school(s)	#1 through #5 and #8 Applications with incomplete answers will not be considered.
District applying for competitive <i>School Improvement Grants (SIGs)</i> to serve its Tier III school(s)	#6 and #7 Applications with incomplete answers will not be considered.

2. Enter the scores at the bottom of each section and in the *Points Awarded* column in the table on pages 2-3. The *Grand Total* for each application will be computed separately by OSPI.
3. After scoring the application, summarize *at least two strengths* and *one weakness* you found in the application in the space below. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
4. Respond to the two questions on page 4. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
5. Note: Final determination of successful grantees for *SIG* awards will be made after OSPI reviews the district's application and conducts interviews as needed with finalists consistent with the recommendations from the United States Department of Education (ED). **Thank you!**

Strengths (at least two): _____

Weakness (at least one)

SCORING GUIDE

Question or Section	Points Possible	Points Awarded N/A	Multiplier	Sub Total	Factor	TOTAL
Assurances and Certification	Required	N/A	N/A	N/A	N/A	Required
Section A: Schools to be served	Required	N/A	N/A	N/A	N/A	Required
Section B: Descriptive Information Question 1a: Applying to serve Tier I or Tier II school?	Required response	N/A	N/A	N/A	N/A	Required response
Question 1b: Selection of Intervention Model	40		2.5		.10	
Question 1c: District capacity	20		5		.20	
Section B: Question 2a: Applying to serve each Tier I school?	Required response	N/A	N/A	N/A	N/A	Required response
Section B: Question 2b: Explanation for district lack of capacity (if applicable)	Required response	N/A	N/A	N/A	N/A	Required response
Section B: Question 3a: Actions to implement model (Score provided in Question #4)	N/A		N/A			
Section B: Question 3b: Actions to provide ongoing technical assistance	20 30 40		1.3 (20 pts poss) .8 (30 pts poss) .6 (40 pts poss)			
Section B: Question 3c: Actions to align resources	20		1.25	Sum of 3b – 3e	.15	
Section B: Question 3d: Actions to modify practices or policies	30 40		.8 (30 pts poss) .6 (40 pts poss)			
Section B: Question 3e: Actions to sustain reforms	10		2.5			

Section B: Question 4: Timeline	100		1		.35	
Section B: Question 5a: Annual goals	10		3.3 (if answer 5b) 5 (if do not)	Sum 5a, 5b if applicable, & 5c	.15	
Section B: Question 5a: High school dropout rate (if applicable)	10 (if applicable)		3.3 (if applicable)			
Section B: Question 5b: Interim assessments	10		3.3 (if answer 5b) 5 (if do not)			
Section B: Question 8: Stakeholder involvement	10		10		.05	
Budget	Required	N/A	N/A	N/A	N/A	Required
GRAND TOTAL						/100

Complete the following only for Districts applying to serve Tier III Schools						
Section B: Question 6a: Applying to serve Tier III school?	Required		N/A		N/A	N/A
Section B: Question 6b: Tier III services	50				1.34	
Section B: Question 7: Tier III accountability	10				3.3	
Total for Questions #6 and #7						/100

How BOLD do you consider this proposal to be? How significant is the level of change proposed by the district? Please refer to the district profile to review background information regarding the applying district, e.g., size, geography, staffing capacity, etc.

What follow-up questions would you have for this district?

Section B: Descriptive Information

For each question, determine the degree to which the District completed the following actions:

<p>Q 1a: Is the District applying to serve a Tier I or Tier II school identified by the State? <input type="checkbox"/> Yes <input type="checkbox"/> No If “Yes” continue with Question #1b; if “No” continue to Question #6a.</p>				
<p>Q 1b: Describe the process used to determine the appropriate intervention model (i.e., turnaround, restart, school closure, transformation) for each Tier I and Tier II school the District has committed to serve. Also describe ways in which findings of the required OSPI <i>School-Level Needs Assessment</i> were utilized. Include the name(s) of the school(s) in the description.</p>				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>a. Used <u>results</u> of OSPI’s <i>School-level Needs Assessment</i> to identify strengths, challenges, and barriers to reform for each Tier I and Tier II school the district has identified it will apply to serve.</p>	Makes reference to OSPI’s <i>Needs Assessment</i> .	Shows analysis of OSPI’s <i>Needs Assessment</i> .	Goes beyond OSPI’s <i>Needs Assessment</i> with further local analysis.	__/10
<p>b. Utilized <u>multiple forms of data</u> and described how they were used to supplement the findings of the <i>Needs Assessment</i> to select an appropriate intervention model in each Tier I and Tier II school. Examples may include:</p> <ul style="list-style-type: none"> • Perceptual data from students, staff, and parents regarding alignment of school practices with OSPI’s <i>Nine Characteristics of High-Performing Schools</i>; • Student achievement data on formative and summative assessments; • Teacher qualifications and placement; • Budget, including per pupil expenditures; and • Current school improvement plans and progress toward identified goals. 	Shows evidence of 1-2 additional forms of data.	Shows evidence of 3 or 4 additional forms of data.	Shows evidence of 5 or more sources of additional data in the district’s analysis of the best intervention model for the school.	__/10
<p>c. Engaged <u>relevant stakeholder groups</u>:</p> <ul style="list-style-type: none"> • Collaborated with local education associations regarding teacher evaluation and assignment within the specified intervention models; evidence must include a Memorandum of Understanding and timeline for collaborating on matters related to contracts and current collective bargaining practices; • Collaborated with local school board, community partners, parents, students, and staff; • Describes variety of two-way communication models (e.g., survey, focus group) used to gather input from these groups; and • Describes how stakeholder input was utilized. 	Shows evidence of 1-2 instances of outreach and how input was used.	Shows evidence of engagement with education association in addition to 2 other stakeholder groups; describes how input was used.	Shows evidence of engagement with education association and at least 3 other stakeholder groups; describes how input was used to determine intervention model.	__/10

<p>d. Considered the following when selecting the intervention model(s):</p> <ul style="list-style-type: none"> • Model suitable for the school, given factors such as past achievement results, past improvement efforts, and community context. • Model suitable in terms of access to the external partners/providers that will be needed for successful implementation. • Model suitable in terms of the district's policy environment, its contextual factors (e.g., availability of staff replacement; if appropriate, availability of schools to receive students of a school that closes), and the district's ability to fully support the implementation and provide effective oversight. • Model will result in the most immediate and substantial improvement in learning and school success for the students now attending, given the existing capacity in the school and district. 	<p>Minimal evidence of considering these criteria.</p>	<p>Shows evidence of addressing 2-3 of the criteria.</p>	<p>Shows evidence of addressing all criteria when selecting the best intervention model for the school.</p>	<p>___/10</p>
<p>Total for Question 1b</p>				<p>___/40</p>

Q 1c: Provide evidence the District has capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school in order to fully and effectively implement the required activities of the selected intervention model(s).				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Provides evidence the district has, or has plans to develop, <u>infrastructures, policies, and practices</u> which are consistent with OSPI's <i>Characteristics of Improved Districts: Themes from Research</i> which will enable the district to implement the intervention fully and effectively. Evidence may include: <ul style="list-style-type: none"> • Developing a network to support a cluster of schools that may include the district's Tier I and Tier II schools; • Revising policies and practices to increase operational flexibility at the building level; and • Developing processes to differentiate resources (e.g., fiscal, human) across the district based on the unique student needs of each school. 	Provides minimal evidence of effort in this area.	Addresses at least 2 steps to increase capacity to implement intervention.	Addresses 3 or more steps to increase capacity to implement intervention.	___/10
b. Provides an explanation of ways in which the district has <u>addressed the needs and provided support to these Tier I and Tier II schools in the past</u> . Evidence used to assess this criterion may include: <ul style="list-style-type: none"> • Ways in which district used data and research to support improvement efforts in identified Tier I and Tier II schools; • District improvement plans demonstrating specific actions which support improvement efforts at identified schools; • List of resources (e.g., fiscal, leader and teacher assignment, professional development) allocated to support school improvement; and • Potential reasons for the low performance and lack of progress. 	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Addresses 3 or more steps to increase capacity to support intervention.	___/10
Total Score for Question 1c				___/20

Q 2a: Is the District applying to serve each Tier I school identified by the State? Yes / No

If “Yes,” skip to Question #3; if “No,” answer Question #2b and then continue to Question #3.

Q 2b: Explain why the District lacks capacity to serve each Tier I school, that is, why the District is NOT choosing to serve each Tier I school with SIG funds. Include the name(s) of the Tier I school(s) the District is choosing NOT to serve.

Note: The district may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.

Criteria	1-3 points	4-6 points	7-10 points	Score
<p>When determining capacity to use school improvement funds, OSPI will take into account such factors as:</p> <ul style="list-style-type: none"> • Number of Tier I and Tier II schools in the district and if they are in a “feeder pattern” or network. • Number of Tier I and Tier II schools in the district currently served in Cohort I of School Improvement Grants. • Availability and quality of EMOs which may be enlisted to implement the restart model. • Teacher talent (e.g., highly qualified educators, advanced degrees, demonstrated success in accelerating student achievement in mathematics and/or reading). • District’s ability to recruit a sufficient number of new principals to implement the turnaround or transformation model. • Infrastructures and system-wide supports (e.g., coordinated and aligned standards-based curriculum and assessments, response to intervention framework) to fully and effectively implement one of the four intervention models in each Tier I school. • District determination that it can have the greatest impact on student achievement by focusing resources heavily in a subset of Tier I schools, thereby attempting to turnaround some schools before proceeding to others. • District determination that it can have the greatest impact on student achievement by serving Tier II schools instead of all of its Tier I schools. • For the closure model, access and proximity to higher-performing schools. • For districts applying to serve more than one school through one or more intervention models, the district acknowledges increased demands on its capacity to support multiple intervention models and describes strategies to address those demands. 	<p>District fails to address sufficient elements in making a case for not serving all of its identified Tier I schools.</p>	<p>District addresses sufficient elements in making a case for not serving all of its identified Tier I schools.</p>	<p>District makes a strong case for not serving all of its identified Tier I schools.</p>	<p>___/10</p>
Total Score for Question 2b				___/10

Question #3a through #3e: The following questions refer to actions the District may have taken, in whole or in part, prior to submitting this application, but most likely will take after receiving a School Improvement Grant. Actions should specifically relate to required elements of the selected intervention(s) and align directly to strategies described in the tables used to respond to Question #4 and the proposed budget in Section C.

Q3a: The Tables used to respond to Question #4 serve as the response to this question. No additional points will only be awarded. No additional response is required.

Q 3b: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District. This may include the use of external consultants, the District and School Improvement and Accountability Division (DSIA) of OSPI, regional Education Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO].) **NOTE:** The use of external partners is not required, but is an option at the discretion of the district.

If the District plans to use an external lead partner organization or EMO, explain actions the District has taken, or will take, to recruit, screen, and select external provider(s). Districts may contact DSIA for information regarding state-approved external providers.

Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Districts outlines plan to <u>provide ongoing, intensive technical assistance and related support</u> (e.g., hiring instructional coach, leadership coach, district turnaround specialist or <i>Response to Intervention</i> coordinator).	Provides minimal evidence of steps to provide technical assistance and support.	Provides moderate evidence of steps to provide technical assistance and support.	Provides extensive evidence of steps to provide technical assistance and support.	/10
b. If applicable, provides an explanation of how the district has determined that <u>engagement of external consultants is expected to result in substantial raises in student achievement</u> , such as: <ul style="list-style-type: none"> • Description of types of data and research used to make the decision to engage external consultants; • Expectations for external consultants with respect to required, and if applicable, optional actions for intervention(s) and improvement activities; and • Specific qualifications which will be used to recruit, screen, and select external consultants. 	Provides minimal evidence of steps to engage external consultants to support intervention.	Provides moderate evidence of steps to engage external consultants to support intervention.	Provides extensive evidence of steps to engage external consultants to support intervention.	___/10 if applicable

<p>c. If applicable, the district plans to use an <u>EMO or school turnaround organization</u>, response describes selection process; response includes:</p> <ul style="list-style-type: none"> • Description of ways in which the district collaborated with the state or other educational agencies to create a rigorous process for recruiting, screening and selecting external provider(s); and • Criteria and rubric used to match applicant credentials and qualifications to specific intervention(s) and improvement activities/services, school grade band, and needs. 	Provides little or no explanation of the selection process.	Provides some explanation of the selection process.	Provides extensive explanation of the selection process detailing ways the district worked with state or other agencies to create a rigorous process for selection with a clear match to desired outcomes of intervention.	___/10 if applicable
<p>d. Describes evaluation process which will be used to monitor <u>supports and services provided by the district and/or external consultants or EMOs</u>. Description may include:</p> <ul style="list-style-type: none"> • Steps and timeline for implementing the evaluation process; • Data (e.g., progress toward annual goals and leading indicators) which will be used to monitor and assess implementation and impact of intervention(s) and/or improvement activities; • Process for determining additional metrics which will be used in the evaluation process (if any), and • Opportunities for stakeholder involvement in the process. 	Provides little or no explanation of the process for monitoring and evaluating supports and services.	Provides some explanation of the process for monitoring and evaluating supports and services.	Provides extensive explanation of the process for monitoring and evaluating supports and services; includes detailed timelines and measures of impact on student learning and other leading indicators.	___/10
Total Score for Question 3b				___/20 (30 or 40)

Q 3c: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to align other existing and new resources to fully and effectively implement the intervention model(s). For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to align other existing and new resources to fully and effectively implement the intervention model(s).

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>a. Dedicating resources needed to fully and effectively implement each intervention as defined in the federal guidelines. Resources may include:</p> <ul style="list-style-type: none"> • Personnel (e.g., assigning effective teachers and leaders, and district liaison to the district's persistently lowest-achieving schools); • Federal, state, and local funding which will be used in addition to SIG funds; • Technology (e.g., data systems and assessment systems); • Standards-based curriculum and assessment materials; and • Partnerships with community agencies. 	Provides minimal attention to reallocation of local resources to support the intervention.	Describes some reallocation of local resources to assure that local resources support the intervention.	Completely addresses this issue with human resources, technology supports, curricular materials, etc.	___/10
<p>b. Describes systematic process in which central office and building administrators work together to analyze, coordinate, blend, and align available resources to support the continuous improvement process and intervention(s). Description includes:</p> <ul style="list-style-type: none"> • Data collected and analyzed to differentiate and coordinate resources; • Collaborative decision-making process used in differentiating resources; • Alignment of the intervention with other district/school initiatives and grants; • Process to acquire additional resources and partnerships; and • Plan for continuously reviewing and making timely adjustments in resource allocations to assure these schools receive the resources necessary to make adequate yearly progress (AYP) and exit improvement status. 	Addresses 1 or 2 of these elements.	Addresses 3 of the suggested elements.	Addresses more than 3 of the suggested elements to support identified school.	___/10
Total Score for Question 3c				___/20

Q 3d: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to modify its practices or policies, if necessary, that will enable identified school(s) to fully and effectively implement the intervention(s).				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Identifies process to review current practices and policies which <u>support or impede reform efforts</u> at the identified schools, such as: <ul style="list-style-type: none"> • Timeline for review of current policies and practices; • Process for annual review and revision of board policies and procedures; • Opportunity for stakeholder involvement; • Data used to assess impact of practices and policies; • Identification of district practices or policies that research (e.g., OSPI's <i>Characteristics of Improved Districts: Themes from Research</i>) suggests can support or impede implementation of intervention(s); and • Evidence of district's assessment of current practices and policies in light of required, and as appropriate, optional actions for selected intervention(s). 	Addresses fewer than 3 of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support implementation of intervention.	___/10
b. Describes processes for <u>intentional, frequent communication</u> between superintendent/district office and staff in participating schools. The response identifies <u>multiple methods for ongoing communication</u> and <u>opportunities for collaboration</u> to build clarity, commitment, and consistency in district practices.	Minimally addresses communication plan.	Addresses quarterly communication between district and school.	Details frequent 2-way communication using multiple methods.	___/10
c. Describes process to <u>examine system-wide alignment of programs and practices</u> with the intervention(s). The district's response may include the following: <ul style="list-style-type: none"> • Identification of current programs and practices which may support or impede the intervention(s); • Description of the process, including timeline and data collected, for assessing the impact of these programs and practices on the intervention(s); and • Strategies for aligning these programs and practices with the required and, if applicable, optional actions for the intervention(s). 	Minimally addresses system-wide plan.	Describes plans to align some programs and practices.	Details a complete plan to align programs and practices with the selected intervention(s).	___/10
d. As applicable, describes processes and policies related to <u>supporting principals and teacher/leaders in targeted assistance</u> Tier I and Tier II school(s) to prepare to operate schoolwide programs, through the schoolwide waiver, by the beginning of the 2011-12 school year.	Minimally addresses support.	Describes plans to align some programs and practices to prepare to operate schoolwide program.	Details a complete plan to align programs and practices and to support school to prepare to operate schoolwide program	___/10 if applicable
Total Score for Question 3d				___/30 (or 40)

Q 3e: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to sustain the reforms after the funding period ends.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes <u>system-wide infrastructures</u> the district has developed, or will develop, to sustain reforms in Tier I and Tier II schools over time. The district's response may identify the following:</p> <ul style="list-style-type: none"> • Board-adopted policies and practices, systems, and supports for Tier I and Tier II schools to sustain changes and innovations; • Systems and supports for Tier I, Tier II, and Tier III schools to sustain changes and innovations. • Tools, systems, and practices supporting the use of data to inform district, school, and classroom decision making; • Process for delivering collaboratively determined, job-embedded professional development to increase teacher and leader effectiveness and to help staff internalize changes, so they become part of routine practice; • Calendar and schedule which provide extended learning time; • System for continued alignment of curriculum, assessments, and intentions and, if appropriate, for continued support of the instructional model(s); • Budget that uses federal, state, and local education funding to sustain reforms; • Narrative describing process for differentiating resources to sustain reforms and avoid a "funding cliff" at the conclusion of the grant; and • Decision-making practices at the district and school levels which provide for stakeholder involvement and input for sustaining changes, innovations, and a continuous improvement process. 	Addresses fewer than 3 of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support sustaining reforms after the funding period ends.	__/10
Total Score for Question 3e				__/10

Q 4: Provide a three-year timeline delineating the steps the District will take to implement the selected intervention model(s) in each Tier I and Tier II school identified in this application. The timeline should also identify pre-implementation activities that will be utilized in spring and summer 2011 to prepare for full and effective implementation of the selected intervention(s) in the 2011-12 school year. Note: Activities in the timeline should correspond directly to the budget and to the responses to Questions #3b - #3e provided in this application.

Districts were asked to use the tables provided in the application assist in responding to this question and to complete two tables for each Tier I and Tier II school: Table 1 describes strategies for the Pre-implementation Period and Year 1 and Table 2 describes strategies for Year 2 and Year 3. The table includes an example for one required element for the turnaround model.

The timeline should reflect Assurance #3 in the District's application that it will implement research-based strategies or practices that align with required elements of the selected intervention(s) and are appropriate to the school's grade band. These may include *Response to Intervention System (Rtl)*, assessment systems (e.g., Kindergarten Readiness Pilot [WaKIDS], Mathematics Benchmark Assessments), social-emotional support programs (e.g., Navigation 101, *PBIS [Positive Behavior Intervention System]*, or AVID [Advancement Via Individual Determination]), or STEM (Science, Technology, Engineering, and Mathematics).

Directions for Table 1: Pre-Implementation Period and Year 1

Districts must fully address all required elements of the selected intervention in the table. For each required element, include a narrative or bulleted list of strategies and timeline that will ensure the school/district is moving toward full and effective implementation of the selected intervention in 2011-12. Table should align with responses to Question #3b through Question #3e. Districts may also include optional elements for the selected intervention.

Directions for Table 2: Year 2 and Year 3

Districts must fully address all required elements of the selected intervention in the table. For each required element, include a brief narrative or bulleted list and timeline that will ensure the school/district fully and effectively implements the selected intervention in 2012-13 and 2013-14. Actions should also demonstrate evidence the district has developed capacity to sustain reforms after the funding period ends. Table should align with responses to Question #3b through Question #3e. Additionally, districts may include optional elements for the selected intervention model.

Criteria:	Points	Points	Points	Score
a. Table 1 for each identified Tier I and Tier II school: Provides table that includes specific strategies and timeline for each required element of the selected intervention.	Pts possible: 1-19 Minimally developed; does not include specific strategies and/or timeline for each required element.	Pts possible: 20-39 Includes at least one strategy and timeline for each required element, consistent with Assurance #3 of the District application.	Pts possible: 40-60 Fully addresses all required elements of the selected intervention(s), consistent with Assurance #3 of the District application.	___/60 per Tier I/II school
b. Table 2 for each identified Tier I and Tier II school: Provides table for Year 2 activities ensuring full and effective implementation of all required elements of the selected intervention.	Pts possible: 1-9 Minimally developed; does not include specific strategies and/or timeline for each required element.	Pts possible: 10-19 Includes at least one strategy and timeline for each required element, consistent with Assurance #3 of	Pts possible: 20-30 Fully addresses all required elements of the selected intervention(s), consistent with	___/30 per Tier I/II school

		the District application.	Assurance #3 of the District application.	
c. Table 2 for each identified Tier I and Tier II school: Provides table for Year 3 activities demonstrating the district will have capacity to sustain reforms after the funding period ends.	Pts possible: 1-3 Minimally developed; does not include specific strategies and/or timeline for each required element.	Pts possible: 4-6 Includes at least one strategy and timeline for each required element, consistent with Assurance #3 of the District application.	Pts possible: 7-10 Fully addresses all required elements of the selected intervention(s), consistent with Assurance #3 of the District application.	___/10 per Tier I/II school
Total Score for Question 4				___/100 per school

Q 5a: ACADEMIC GOALS Districts were asked to complete a table to describe proposed annual goals for student achievement on the State’s assessments in reading and mathematics the District established to monitor each Tier I and Tier II school that receives SIG funds. If the Tier I or Tier II school also has a weighted-average graduation rate of less than 60%, include annual goals related to decreasing its annual dropout rate from grade to grade for all grades served. Districts may also include additional annual goals they will use to monitor each Tier I and Tier II school.

Goals must be sufficiently rigorous to lead to the school substantially raising student achievement and making significant progress toward exiting improvement status by the end of the funding period. At a minimum, Required Action Districts must establish goals that will be sufficient to allow the District to be removed from the list of districts designated for required action by the State Board of Education within the three years of grant funding. Goals are subject to approval by OSPI.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Provides specific <u>annual goals</u> on the State’s annual assessments in reading and mathematics. Goals are <u>sufficient</u> to substantially raise student achievement and ensure the school makes significant progress toward exiting improvement status by the end of the funding period.</p> <p>****Schools may set additional goals for sub-groups of students, for example:</p> <ul style="list-style-type: none"> • <i>ELL students’ year-to-year growth exceeds the expected growth on WLPT-II.</i> • <i>In addition to growth goals for all students, the school’s achievement gaps will diminish by X% annually.</i> 	<p>Grade-level goals for annual growth in achievement are missing or do not ensure the school will reach the State Uniform Bar at the end of the funding period.</p>	<p>Grade-level goals for annual growth in achievement ensure gaps are closing between school’s baseline data and the State Uniform Bar. However, goals do not ensure school will reach or exceed State Uniform Bar by end of funding period for “all students.”</p>	<p>Grade-level goals for annual growth in achievement ensure gaps are closing between school’s baseline data and the State Uniform Bar. Goals ensure school will reach or exceed State Uniform Bar by end of funding period for “all students.”</p>	<p>___/10</p>
Total Score for Question 5a (academic)				___/10

Q 5a: DROPOUT REDUCTION GOAL (If applicable): High schools identified as Tier I or Tier II schools due to average-weighted graduation rates less than 60% must also set goals for reducing their annual dropout rates from grade to grade for grade 7 through grade 12 or for all grades served.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
For High Schools: Provides specific annual goals for dropout rates. Goals are <u>sufficient</u> to substantially raise student achievement and ensure the school makes significant progress toward exiting improvement status by the end of the funding period. Goals are provided from grade to grade for grade 7 through grade 12 or for all grades served.	Goals for annual dropout rates ensure the graduation rate is at least 60% by the end of the funding period.	Goals for annual dropout rates ensure the graduation rate is at least 75% by the end of the funding period.	Goals for annual dropout rates ensure the graduation rate is at least 85% by the end of the funding period.	___/10
Total Score for Question 5a (dropout reduction)				___/10 If applicable

Q 5b: Describe how the District will use interim assessments or other indicators of progress to determine if students are on track to reach annual goals the District has established to monitor its Tier I and Tier II schools that receive S/Gs (goals subject to OSPI approval).

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes data which will be used to measure progress. Actions include the following:</p> <ul style="list-style-type: none"> Identifies <u>interim assessments or other indicators of progress</u> which will be used to monitor progress in Tier I and Tier II schools or describes District's plan to put in place. Provides <u>timeline</u> for collecting and analyzing data from interim assessments or other indicators of progress; Describes <u>technical assistance and other resources</u> that will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; Describes <u>additional resources</u>, if any, which will be provided to implement interim assessments and other indicators of progress; and Describes process to <u>reassess current and/or provide additional support and resources</u> (e.g., human, fiscal) if school is not meeting or on target to meet annual goals. 	<p>Addresses 1 or 2 of the steps to establish interim assessments for determining if students are on track to meet annual goals.</p>	<p>Addresses 3 of the steps to establish interim assessments with timeline for data collection and analysis.</p>	<p>Addresses 4 or more of the steps to establish interim assessments with timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.</p>	<p>___/10</p>
Total Score for Question 5b				___/10

Questions #6 and #7 apply only to Districts applying to serve Tier III Schools.

<p>Q 6a: Is the District applying to serve a Tier III school identified by the State? <input type="radio"/> Yes <input type="radio"/> No If “Yes” complete Questions #6b and #7; if “No” continue to Question #8.</p>				
<p>Question #6b: For each Tier III school identified in the application, describe services the school will receive or improvement activities the school will implement. Services may be provided by the District, or with the approval of the District, by the District and School Improvement and Accountability Division of OSPI or by other external providers (e.g., regional Educational Service Districts). Include the timeline for providing these services and activities. Timeline should also include pre-implementation services/activities conducted in spring and summer 2011 to provide for full and effective implementation in the 2011-12 school year.</p>				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Describes <u>specific services or improvement activities</u> for each Tier III school.	Provides minimal response.	Outlines system of supports to support improvement efforts in identified schools.	Provides comprehensive school support plan that specifies improvement activities.	___/10
b. Identifies <u>data analyzed to determine services</u> the school will receive or the activities the school will implement.	Provides little evidence of data analysis.	Describes 3 sources of data that were analyzed.	Describes at least 4 sources of data and how they were used to determine services.	___/10
c. Identifies <u>research base utilized to identify services</u> the school will receive or the activities the school will implement.	Minimally refers to evidence-based practices which will be implemented in the school.	Describes 2 evidence-based practices that will be implemented in the school, and cites relevant research.	Describes at least 3 evidence-based practices that will be implemented in the school, and cites relevant research.	___/10
d. Provides <u>three-year timeline</u> for implementing the selected school improvement strategies; includes <u>activities during pre-implementation period</u> .	Minimally developed.	Describes broad overview of 3-year timeline.	Addresses most of the elements of the selected intervention(s) for 3-year timeline.	___/10
e. Outlines <u>specific actions the District will take to sustain reforms</u> in Tier III schools after the funding period ends.	Describes 1 or 2 actions.	Describes 3 or 4 actions, citing research on effective district practices.	Describes at least 5 actions, citing research on effective district practices to support sustaining reforms after the funding period ends.	___/10
Total Score for Question 6b				___/100

Q 7: Describe goals the District has established (subject to OSPI approval) in order to hold accountable those Tier III schools that receive SIG funds.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes data which will be used to measure progress. Actions include the following:</p> <ul style="list-style-type: none"> • Identifies <u>interim assessments or other indicators of progress</u> that will be used to monitor progress in Tier III schools; • Provides <u>timeline</u> for collecting and analyzing data from interim assessments or other indicators of progress; • Describes <u>technical assistance and other resources</u> that will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; • Describes <u>additional resources</u>, if any, that will be provided to implement interim assessments and other indicators of progress; and • Describes process to <u>reassess current and/or provide additional support and resources</u> (e.g., human, fiscal) if school is not meeting or on target to meet annual goals. 	Addresses 1 or 2 of the steps to establish interim assessments for determining if students are on track to meet annual goals.	Addresses 3 of the steps to establish interim assessments and provides timeline for data collection and analysis.	Addresses 4 or more of the steps to establish interim assessments and provides timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.	___/10
Total for Question 7				___/10

Question #8 does not apply to Districts applying to serve only Tier III.

Q 8: Describe how, as appropriate, the District collaborated with administrators, teachers, and other staff; parents; unions representing employees within the District; students; and other representatives of the local community to develop this application and implement intervention model(s) in its Tier I and Tier II schools. Attach evidence demonstrating how the District is collaborating on matters related to contracts and current collective bargaining practices (e.g., Memorandum of Understanding).				
Criteria:	1-3 points	4-6 points	7-10 points	Score
Identifies <u>relevant stakeholder groups</u> who were consulted during the <u>application process</u> and will be consulted during the <u>implementation process</u> . Actions include: <ul style="list-style-type: none"> • Application: Refer to Question #1c; no new points awarded. • Implementation: <ul style="list-style-type: none"> ○ Identifies relevant stakeholder groups with whom the district will consult during <u>implementation</u>; ○ Provides timeline for Tier I and Tier II schools which indicates regular consultation with relevant stakeholders during <u>implementation</u>; and ○ Describes a variety of two-way communication models (e.g., survey, focus group) that will be used to gather input during <u>implementation</u> from these groups; and ○ Describes how stakeholder input will be utilized during <u>implementation</u>. 	Provides minimal evidence of stakeholder involvement during implementation.	Provides moderate evidence of stakeholder involvement during implementation.	Provides extensive evidence of stakeholder involvement and plans for continued involvement through the <i>SIG</i> timeline.	__/10
Total for Question 8				__/10

Budget

<p>The district's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the district's application as well as to support school improvement activities in identified Tier III schools throughout the period of availability of SIG funds (taking into account any waiver extending that period received by either OSPI or the district).</p>			
<p>The budget also includes sufficient funds in the Year 1 budget to support pre-implementation activities during spring and summer 2011.</p>			
Criteria:			Meets Criteria
a. Proposed budget for each Tier I and Tier II school the district identified in this application is of sufficient size and scope to support full and effective implementation of the required and optional activities as directly related to the selected intervention for these Tier I and Tier II school(s) over a period of three years through September 30, 2014, pending additional federal school improvement grant funding for 2012-13 and 2013-14.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
b. Proposed budget for each Tier III school identified in this application includes the services the district will provide the school at a scale sufficient to support school improvement activities in those schools. A district may "serve" a Tier III school by providing services that benefit the school directly. While the Tier III school must receive some tangible benefit from the district's use of SIG funds, the value of which can be determined by the district, the school need not actually receive SIG funds. (Funding is only available for Tier III schools after all Tier I and Tier II schools have been funded.)	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
c. Proposed budget for pre-implementation activities for each Tier I, Tier II, and Tier III school identified in the application is of sufficient size and scope to support effective implementation of required and optional activities in spring and summer 2011, so that the district can fully and effectively implement interventions and school improvement services in Year 1.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
d. Overall proposed budget, with supporting rationale, indicates how district will allocate school improvement funds over a maximum of a three year period, with separate budgets for each Tier I, Tier II, and Tier III school identified in the application for each year of the grant.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
e. Proposed budget includes funding for district-level activities necessary to support the implementation of school intervention models in Tier I and Tier II schools and services/improvement activities in Tier III schools.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
f. Proposed budget reflects how the district will sustain improvement efforts after the end of the grant period.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No

g. If applicable, proposed budget reflects amounts agreed upon between the district and OSPI/DSIA to provide technical assistance and other supportive services; if applicable, proposed budget reflects agreed-upon amounts to contract with external provider(s).	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No If applicable
h. Proposed budget reflects how the district will expend the three-year budget based on projected use of funds, demonstrating a declining reliance on grant funds (i.e., Year 1 – 40%, Year 2 – 35%, and Year 3 – 25%).	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No If applicable
Budget is complete			Yes/No

Attachment D Required Action Districts Scoring Guide

DISTRICT: _____

REVIEWER # _____

_____/100

TIER I and TIER II Schools: _____

DIRECTIONS TO READERS:

Each application will have at least three readers; readers are not to share or compare scores. Follow these steps when scoring each application:

1. Read and score each section of the application, using the *Scoring Guide* to determine *Points Awarded* for each question.
 - a. All districts must complete the following: *Assurances, Certification, Section A: Schools to be Served, Section C: Budget*, and if applicable, *Section D: Waivers*.
 - b. The table below outlines which questions must be addresses in Section B by applicants:

Applicant	Mandatory Questions
Required Action Districts funded through federal <i>School Improvement Grants (SIGs)</i> . Note: This application serves as the proposed action plan required through state legislation.	#1, #3, #4, #5, and #8 Applicants are required to respond to all questions completely.

2. Enter the scores at the bottom of each section and in the *Points Awarded* column in the table on pages 2-3. The *Grand Total* for each application will be computed separately by OSPI.
3. After scoring the application, summarize *at least two strengths* and *one weakness* you found in the application in the space below. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
4. Respond to the two questions on page 4. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
5. Note: Final determination of successful grantees for *SIG* awards will be made after OSPI reviews the district's application and conducts interviews as needed with finalists consistent with the recommendations from the United States Department of Education (ED). **Thank you!**

Strengths (at least two): _____

Weakness (at least one)

SCORING GUIDE

Question or Section	Points Possible	Points Awarded N/A	Multiplier	Sub Total	Factor	TOTAL
Assurances and Certification	Required	N/A	N/A	N/A	N/A	Required
Section A: Schools to be served	Required	N/A	N/A	N/A	N/A	Required
Section B: Descriptive information Question 1a: Applying to serve Tier I or Tier II school?	Required response	N/A	N/A	N/A	N/A	Required response
Question 1b: Selection of Intervention Model	40		2.5		.10	
Question 1c: District capacity	20		5		.20	
Section B: Question 3a: Actions to implement model (Score provided in Question #4)	N/A		N/A	Sum of 3b – 3e	.15	
Section B: Question 3b: Actions to provide ongoing technical assistance	20 30 40		1.3 (20 pts poss) .8 (30 pts poss) .6 (40 pts poss)			
Section B: Question 3c: Actions to align resources	20		1.25			
Section B: Question 3d: Actions to modify practices or policies	30 40		.8 (30 pts poss) .6 (40 pts poss)			
Section B: Question 3e: Actions to sustain reforms	10		2.5			

Section B: Question 4: Timeline	100		1		.35	
Section B: Question 5a: Annual goals	10		3.3 (if answer 5b) 5 (if do not)	Sum 5a, 5b if applicable, & 5c	.15	
Section B: Question 5a: High school dropout rate (if applicable)	10 (if applicable)		3.3 (if applicable)			
Section B: Question 5b: Interim assessments	10		3.3 (if answer 5b) 5 (if do not)			
Section B: Question 8: Stakeholder involvement	10		10		.05	
Budget	Required	N/A	N/A	N/A	N/A	Required
GRAND TOTAL						/100

How BOLD do you consider this proposal to be? How significant is the level of change proposed by the district? Please refer to the district profile to review background information regarding the applying district, e.g., size, geography, staffing capacity, etc.

What follow-up questions would you have for this district?

Section B: Descriptive Information

For each question, determine the degree to which the District completed the following actions:

<p>Q 1a: Is the District applying to serve a Tier I or Tier II school identified by the State? <input type="checkbox"/> Yes <input type="checkbox"/> No If “Yes” continue with Question #1b; if “No” continue to Question #6a.</p>				
<p>Q 1b: Describe the process used to determine the appropriate intervention model (i.e., turnaround, restart, school closure, transformation) for each Tier I and Tier II school the District has committed to serve. Also describe ways in which findings of the required OSPI <i>Academic Performance Audit</i> were utilized. Include the name(s) of the school(s) in the description.</p>				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>a. Used <u>results</u> of OSPI’s <i>Academic Performance Audit</i> to identify strengths, challenges, and barriers to reform for each Tier I and Tier II school the district is required to serve.</p>	<p>Makes reference to OSPI’s <i>Needs Assessment</i>.</p>	<p>Shows analysis of OSPI’s <i>Audit</i>.</p>	<p>Goes beyond OSPI’s <i>Audit</i> with further local analysis.</p>	<p>___/10</p>
<p>b. Utilized <u>multiple forms of data</u> and described how they were used to supplement the findings of the <i>Needs Assessment</i> to select an appropriate intervention model in each Tier I and Tier II school. Examples may include:</p> <ul style="list-style-type: none"> • Perceptual data from students, staff, and parents regarding alignment of school practices with OSPI’s <i>Nine Characteristics of High-Performing Schools</i>; • Student achievement data on formative and summative assessments; • Teacher qualifications and placement; • Budget, including per pupil expenditures; and • Current school improvement plans and progress toward identified goals. 	<p>Shows evidence of 1-2 additional forms of data.</p>	<p>Shows evidence of 3 or 4 additional forms of data.</p>	<p>Shows evidence of 5 or more sources of additional data in the district’s analysis of the best intervention model for the school.</p>	<p>___/10</p>
<p>c. Engaged <u>relevant stakeholder groups</u>:</p> <ul style="list-style-type: none"> • Collaborated with local education associations regarding teacher evaluation and assignment within the specified intervention models; evidence must include a Memorandum of Understanding and timeline for collaborating on matters related to contracts and current collective bargaining practices; • Collaborated with local school board, community partners, parents, students, and staff; • Describes variety of two-way communication models (e.g., survey, focus group) used to gather input from these groups; and • Describes how stakeholder input was utilized. 	<p>Shows evidence of 1-2 instances of outreach and how input was used.</p>	<p>Shows evidence of engagement with education association in addition to 2 other stakeholder groups; describes how input was used.</p>	<p>Shows evidence of engagement with education association and at least 3 other stakeholder groups; describes how input was used to determine intervention model.</p>	<p>___/10</p>

<p>d. Considered the following when selecting the intervention model(s):</p> <ul style="list-style-type: none"> • Model suitable for the school, given factors such as past achievement results, past improvement efforts, and community context. • Model suitable in terms of access to the external partners/providers that will be needed for successful implementation. • Model suitable in terms of the district's policy environment, its contextual factors (e.g., availability of staff replacement; if appropriate, availability of schools to receive students of a school that closes), and the district's ability to fully support the implementation and provide effective oversight. • Model will result in the most immediate and substantial improvement in learning and school success for the students now attending, given the existing capacity in the school and district. 	<p>Minimal evidence of considering these criteria.</p>	<p>Shows evidence of addressing 2-3 of the criteria.</p>	<p>Shows evidence of addressing all criteria when selecting the best intervention model for the school.</p>	<p>___/10</p>
<p>Total for Question 1b</p>				<p>___/40</p>

Q 1c: Provide evidence the District has capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school in order to fully and effectively implement the required activities of the selected intervention model(s).				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Provides evidence the district has, or has plans to develop, <u>infrastructures, policies, and practices</u> which are consistent with OSPI's <i>Characteristics of Improved Districts: Themes from Research</i> which will enable the district to implement the intervention fully and effectively. Evidence may include: <ul style="list-style-type: none"> • Developing a network to support a cluster of schools that may include the district's Tier I and Tier II schools; • Revising policies and practices to increase operational flexibility at the building level; and • Developing processes to differentiate resources (e.g., fiscal, human) across the district based on the unique student needs of each school. 	Provides minimal evidence of effort in this area.	Addresses at least 2 steps to increase capacity to implement intervention.	Addresses 3 or more steps to increase capacity to implement intervention.	___/10
b. Provides an explanation of ways in which the district has <u>addressed the needs and provided support to these Tier I and Tier II schools in the past</u> . Evidence used to assess this criterion may include: <ul style="list-style-type: none"> • Ways in which district used data and research to support improvement efforts in identified Tier I and Tier II schools; • District improvement plans demonstrating specific actions which support improvement efforts at identified schools; • List of resources (e.g., fiscal, leader and teacher assignment, professional development) allocated to support school improvement; and • Potential reasons for the low performance and lack of progress. 	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Addresses 3 or more steps to increase capacity to support intervention.	___/10
Total Score for Question 1c				___/20

Question #3a through #3e: The following questions refer to actions the District may have taken, in whole or in part, prior to submitting this application, but most likely will take after receiving a School Improvement Grant. Actions should specifically relate to required elements of the selected intervention(s) and align directly to strategies described in the tables used to respond to Question #4 and the proposed budget in Section C.

Q3a: The Tables used to respond to Question #4 serve as the response to this question. No additional points will only be awarded. No additional response is required.

Q 3b: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District. This may include the use of external consultants, the District and School Improvement and Accountability Division (DSIA) of OSPI, regional Education Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO].) NOTE: The use of external partners is not required, but is an option at the discretion of the district.

If the District plans to use an external lead partner organization or EMO, explain actions the District has taken, or will take, to recruit, screen, and select external provider(s). Districts may contact DSIA for information regarding state-approved external providers.

Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Districts outlines plan to <u>provide ongoing, intensive technical assistance and related support</u> (e.g., hiring instructional coach, leadership coach, district turnaround specialist or <i>Response to Intervention</i> coordinator).	Provides minimal evidence of steps to provide technical assistance and support.	Provides moderate evidence of steps to provide technical assistance and support.	Provides extensive evidence of steps to provide technical assistance and support.	/10
b. If applicable, provides an explanation of how the district has determined that <u>engagement of external consultants is expected to result in substantial raises in student achievement</u> , such as: <ul style="list-style-type: none"> • Description of types of data and research used to make the decision to engage external consultants; • Expectations for external consultants with respect to required, and if applicable, optional actions for intervention(s) and improvement activities; and • Specific qualifications which will be used to recruit, screen, and select external consultants. 	Provides minimal evidence of steps to engage external consultants to support intervention.	Provides moderate evidence of steps to engage external consultants to support intervention.	Provides extensive evidence of steps to engage external consultants to support intervention.	___/10 if applicable

<p>c. If applicable, the district plans to use an <u>EMO or school turnaround organization</u>, response describes selection process; response includes:</p> <ul style="list-style-type: none"> • Description of ways in which the district collaborated with the state or other educational agencies to create a rigorous process for recruiting, screening and selecting external provider(s); and • Criteria and rubric used to match applicant credentials and qualifications to specific intervention(s), school grade band, and needs. 	<p>Provides little or no explanation of the selection process.</p>	<p>Provides some explanation of the selection process.</p>	<p>Provides extensive explanation of the selection process detailing ways the district worked with state or other agencies to create a rigorous process for selection with a clear match to desired outcomes of intervention.</p>	<p>___/10 if applicable</p>
<p>d. Describes evaluation process which will be used to monitor <u>supports and services provided by the district and/or external consultants or EMOs</u>. Description may include:</p> <ul style="list-style-type: none"> • Steps and timeline for implementing the evaluation process; • Data (e.g., progress toward annual goals and leading indicators) which will be used to monitor and assess implementation and impact of intervention(s) and/or improvement activities; • Process for determining additional metrics which will be used in the evaluation process (if any), and • Opportunities for stakeholder involvement in the process. 	<p>Provides little or no explanation of the process for monitoring and evaluating supports and services.</p>	<p>Provides some explanation of the process for monitoring and evaluating supports and services.</p>	<p>Provides extensive explanation of the process for monitoring and evaluating supports and services; includes detailed timelines and measures of impact on student learning and other leading indicators.</p>	<p>___/10</p>
<p>Total Score for Question 3b</p>				<p>___/20 (30 or 40)</p>

Q 3c: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to align other existing and new resources to fully and effectively implement the intervention model(s). For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to align other existing and new resources to fully and effectively implement the intervention model(s).

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>a. Dedicating resources needed to fully and effectively implement each intervention as defined in the federal guidelines. Resources may include:</p> <ul style="list-style-type: none"> • Personnel (e.g., assigning effective teachers and leaders, and district liaison to the district's persistently lowest-achieving schools); • Federal, state, and local funding which will be used in addition to <i>S/G</i> funds; • Technology (e.g., data systems and assessment systems); • Standards-based curriculum and assessment materials; and • Partnerships with community agencies. 	Provides minimal attention to reallocation of local resources to support the intervention.	Describes some reallocation of local resources to assure that local resources support the intervention.	Completely addresses this issue with human resources, technology supports, curricular materials, etc.	___/10
<p>b. Describes <u>systematic process</u> in which central office and building administrators work together to analyze, coordinate, blend, and align available resources to support the continuous improvement process and intervention(s). Description includes:</p> <ul style="list-style-type: none"> • Data collected and analyzed to differentiate and coordinate resources; • Collaborative decision-making process used in differentiating resources; • Alignment of the intervention with other district/school initiatives and grants; • Process to acquire additional resources and partnerships; and • Plan for continuously reviewing and making timely adjustments in resource allocations to assure these schools receive the resources necessary to make adequate yearly progress (AYP) and exit improvement status. 	Addresses 1 or 2 of these elements.	Addresses 3 of the suggested elements.	Addresses more than 3 of the suggested elements to support identified school.	___/10
Total Score for Question 3c				___/20

Q 3d: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to modify its practices or policies, if necessary, that will enable identified school(s) to fully and effectively implement the intervention(s).

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>a. Identifies process to review current practices and policies which <u>support or impede reform efforts</u> at the identified schools, such as:</p> <ul style="list-style-type: none"> • Timeline for review of current policies and practices; • Process for annual review and revision of board policies and procedures; • Opportunity for stakeholder involvement; • Data used to assess impact of practices and policies; • Identification of district practices or policies that research (e.g., OSPI's <i>Characteristics of Improved Districts: Themes from Research</i>) suggests can support or impede implementation of intervention(s); and • Evidence of district's assessment of current practices and policies in light of required, and as appropriate, optional actions for selected intervention(s). 	Addresses fewer than 3 of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support implementation of intervention.	___/10
<p>b. Describes processes for <u>intentional, frequent communication</u> between superintendent/district office and staff in participating schools. The response identifies <u>multiple methods for ongoing communication</u> and <u>opportunities for collaboration</u> to build clarity, commitment, and consistency in district practices.</p>	Minimally addresses communication plan.	Addresses quarterly communication between district and school.	Details frequent 2-way communication using multiple methods.	___/10
<p>c. Describes process to <u>examine system-wide alignment of programs and practices</u> with the intervention(s). The district's response may include the following:</p> <ul style="list-style-type: none"> • Identification of current programs and practices which may support or impede the intervention(s); • Description of the process, including timeline and data collected, for assessing the impact of these programs and practices on the intervention(s); and • Strategies for aligning these programs and practices with the required and, if applicable, optional actions for the intervention(s). 	Minimally addresses system-wide plan.	Describes plans to align some programs and practices.	Details a complete plan to align programs and practices with the selected intervention(s).	___/10
<p>d. As applicable, describes processes and policies related to <u>supporting principals and teacher/leaders in targeted assistance</u> Tier I and Tier II school(s) to prepare to operate schoolwide programs, through the schoolwide waiver, by the beginning of the 2011-12 school year.</p>	Minimally addresses support.	Describes plans to align some programs and practices to prepare to operate schoolwide program.	Details a complete plan to align programs and practices and to support school to prepare to operate schoolwide program	___/10 if applicable
Total Score for Question 3d				___/30 (or 40)

Q 3e: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to sustain the reforms after the funding period ends.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes <u>system-wide infrastructures</u> the district has developed, or will develop, to sustain reforms in Tier I and Tier II schools over time. The district's response may identify the following:</p> <ul style="list-style-type: none"> • Board-adopted policies and practices, systems, and supports for Tier I and Tier II schools to sustain changes and innovations; • Systems and supports for Tier I, Tier II, and Tier III schools to sustain changes and innovations. • Tools, systems, and practices supporting the use of data to inform district, school, and classroom decision making; • Process for delivering collaboratively determined, job-embedded professional development to increase teacher and leader effectiveness and to help staff internalize changes, so they become part of routine practice; • Calendar and schedule which provide extended learning time; • System for continued alignment of curriculum, assessments, and intentions and, if appropriate, for continued support of the instructional model(s); • Budget that uses federal, state, and local education funding to sustain reforms; • Narrative describing process for differentiating resources to sustain reforms and avoid a "funding cliff" at the conclusion of the grant; and • Decision-making practices at the district and school levels which provide for stakeholder involvement and input for sustaining changes, innovations, and a continuous improvement process. 	Addresses fewer than 3 of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support sustaining reforms after the funding period ends.	___/10
Total Score for Question 3e				___/10

Q 4: Provide a three-year timeline delineating the steps the District will take to implement the selected intervention model(s) in each Tier I and Tier II school identified in this application. The timeline should also identify pre-implementation activities that will be utilized in spring and summer 2011 to prepare for full and effective implementation of the selected intervention(s) in the 2011-12 school year. Note: Activities in the timeline should correspond directly to the budget and to the responses to Questions #3b - #3e provided in this application.

Applications from Required Action Districts must also include the following;

- **Date for the required public hearing conducted by the local school board to allow for comment on the application.**
- **Dates for addressing requirements for collective bargaining agreements established in state legislation (E2SSB 6696).**

Districts were asked to use the tables provided in the application assist in responding to this question and to complete two tables for each Tier I and Tier II school: Table 1 describes strategies for the Pre-implementation Period and Year 1 and Table 2 describes strategies for Year 2 and Year 3. The table includes an example for one required element for the turnaround model.

The timeline should reflect Assurance #3 in the District's application that it will implement research-based strategies or practices that align with required elements of the selected intervention(s) and are appropriate to the school's grade band. These may include *Response to Intervention System (Rtl)*, assessment systems (e.g., Kindergarten Readiness Pilot [WaKIDS], Mathematics Benchmark Assessments), social-emotional support programs (e.g., Navigation 101, *PBIS [Positive Behavior Intervention System]*, or AVID [Advancement Via Individual Determination]), or STEM (Science, Technology, Engineering, and Mathematics).

Directions for Table 1: Pre-Implementation Period and Year 1

Districts must fully address all required elements of the selected intervention in the table. For each required element, include a narrative or bulleted list of strategies and timeline that will ensure the school/district is moving toward full and effective implementation of the selected intervention in 2011-12. Table should align with responses to Question #3b through Question #3e. Districts may also include optional elements for the selected intervention.

Directions for Table 2: Year 2 and Year 3

Districts must fully address all required elements of the selected intervention in the table. For each required element, include a brief narrative or bulleted list and timeline that will ensure the school/district fully and effectively implements the selected intervention in 2012-13 and 2013-14. Actions should also demonstrate evidence the district has developed capacity to sustain reforms after the funding period ends. Table should align with responses to Question #3b through Question #3e. Additionally, districts may include optional elements for the selected intervention model.

Criteria:	Points	Points	Points	Score
a. Table 1 for each identified Tier I and Tier II school: Provides table that includes specific strategies and timeline for each required element of the selected intervention and for activities mandated in state legislation for Required Action Districts (see above).	Pts possible: 1-19 Minimally developed; does not include specific strategies and/or timeline for each required element.	Pts possible: 20-39 Includes at least one strategy and timeline for each required element, consistent with Assurance #3 of the District application.	Pts possible: 40-60 Fully addresses all required elements of the selected intervention(s), consistent with Assurance #3 of the District application.	___/60 per Tier I/II school

<p>b. Table 2 for each identified Tier I and Tier II school: Provides table for Year 2 activities ensuring full and effective implementation of all required elements of the selected intervention.</p>	<p>Pts possible: 1-9 Minimally developed; does not include specific strategies and/or timeline for each required element.</p>	<p>Pts possible: 10-19 Includes at least one strategy and timeline for each required element, consistent with Assurance #3 of the District application.</p>	<p>Pts possible: 20-30 Fully addresses all required elements of the selected intervention(s), consistent with Assurance #3 of the District application.</p>	<p>___/30 per Tier I/II school</p>
<p>c. Table 2 for each identified Tier I and Tier II school: Provides table for Year 3 activities demonstrating the district will have capacity to sustain reforms after the funding period ends.</p>	<p>Pts possible: 1-3 Minimally developed; does not include specific strategies and/or timeline for each required element.</p>	<p>Pts possible: 4-6 Includes at least one strategy and timeline for each required element, consistent with Assurance #3 of the District application.</p>	<p>Pts possible: 7-10 Fully addresses all required elements of the selected intervention(s), consistent with Assurance #3 of the District application.</p>	<p>___/10 per Tier I/II school</p>
<p>Total Score for Question 4</p>				<p>___/100 per school</p>

Q 5a: ACADEMIC GOALS Districts were asked to complete a table to describe proposed annual goals for student achievement on the State’s assessments in reading and mathematics the District established to monitor each Tier I and Tier II school that receives SIG funds. If the Tier I or Tier II school also has a weighted-average graduation rate of less than 60%, include annual goals related to decreasing its annual dropout rate from grade to grade for all grades served. Districts may also include additional annual goals they will use to monitor each Tier I and Tier II school.

Goals must be sufficiently rigorous to lead to the school substantially raising student achievement and making significant progress toward exiting improvement status by the end of the funding period. At a minimum, Required Action Districts must establish goals that will be sufficient to allow the District to be removed from the list of districts designated for required action by the State Board of Education within the three years of grant funding. Goals are subject to approval by OSPI. Progress towards annual goals will be reviewed to determine grant renewal.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Provides specific <u>annual goals</u> on the State’s annual assessments in reading and mathematics. Goals are <u>sufficient</u> to substantially raise student achievement and ensure the school makes significant progress toward exiting improvement status by the end of the funding period.</p> <p>****Schools may set additional goals for sub-groups of students, for example:</p> <ul style="list-style-type: none"> • <i>ELL students’ year-to-year growth exceeds the expected growth on WLPT-II.</i> • <i>In addition to growth goals for all students, the school’s achievement gaps will diminish by X% annually.</i> 	<p>Grade-level goals for annual growth in achievement are missing or do not ensure the school will reach the State Uniform Bar at the end of the funding period.</p>	<p>Grade-level goals for annual growth in achievement ensure gaps are closing between school’s baseline data and the State Uniform Bar. However, goals do not ensure school will reach or exceed State Uniform Bar by end of funding period for “all students.”</p>	<p>Grade-level goals for annual growth in achievement ensure gaps are closing between school’s baseline data and the State Uniform Bar. Goals ensure school will reach or exceed State Uniform Bar by end of funding period for “all students.”</p>	<p>___/10</p>
Total Score for Question 5a (academic)				___/10

Q 5a: DROPOUT REDUCTION GOAL (If applicable): High schools identified as Tier I or Tier II schools due to average-weighted graduation rates less than 60% must also set goals for reducing their annual dropout rates from grade to grade for grade 7 through grade 12 or for all grades served.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
For High Schools: Provides specific annual goals for dropout rates. Goals are <u>sufficient</u> to substantially raise student achievement and ensure the school makes significant progress toward exiting improvement status by the end of the funding period. Goals are provided from grade to grade for grade 7 through grade 12 or for all grades served.	Goals for annual dropout rates ensure the graduation rate is at least 60% by the end of the funding period.	Goals for annual dropout rates ensure the graduation rate is at least 75% by the end of the funding period.	Goals for annual dropout rates ensure the graduation rate is at least 85% by the end of the funding period.	___/10
Total Score for Question 5a (dropout reduction)				___/10 If applicable

Q 5b: Describe how the District will use interim assessments or other indicators of progress to determine if students are on track to reach annual goals the District has established to monitor its Tier I and Tier II schools that receive S/Gs (goals subject to OSPI approval).

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes data which will be used to measure progress. Actions include the following:</p> <ul style="list-style-type: none"> Identifies <u>interim assessments or other indicators of progress</u> which will be used to monitor progress in Tier I and Tier II schools or describes District's plan to put in place. Provides <u>timeline</u> for collecting and analyzing data from interim assessments or other indicators of progress; Describes <u>technical assistance and other resources</u> that will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; Describes <u>additional resources</u>, if any, which will be provided to implement interim assessments and other indicators of progress; and Describes process to <u>reassess current and/or provide additional support and resources</u> (e.g., human, fiscal) if school is not meeting or on target to meet annual goals. 	<p>Addresses 1 or 2 of the steps to establish interim assessments for determining if students are on track to meet annual goals.</p>	<p>Addresses 3 of the steps to establish interim assessments with timeline for data collection and analysis.</p>	<p>Addresses 4 or more of the steps to establish interim assessments with timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.</p>	<p>___/10</p>
Total Score for Question 5b				___/10

Questions #6 and #7 apply only to Districts applying to serve Tier III Schools.

<p>Q 6a: Is the District applying to serve a Tier III school identified by the State? <input type="radio"/> Yes <input type="radio"/> No If “Yes” complete Questions #6b and #7; if “No” continue to Question #8.</p>				
<p>Question #6b: For each Tier III school identified in the application, describe services the school will receive or improvement activities the school will implement. Services may be provided by the District, or with the approval of the District, by the District and School Improvement and Accountability Division of OSPI or by other external providers (e.g., regional Educational Service Districts). Include the timeline for providing these services and activities. Timeline should also include pre-implementation services/activities conducted in spring and summer 2011 to provide for full and effective implementation in the 2011-12 school year.</p>				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Describes <u>specific services or improvement activities</u> for each Tier III school.	Provides minimal response.	Outlines system of supports to support improvement efforts in identified schools.	Provides comprehensive school support plan that specifies improvement activities.	___/10
b. Identifies <u>data analyzed to determine services</u> the school will receive or the activities the school will implement.	Provides little evidence of data analysis.	Describes 3 sources of data that were analyzed.	Describes at least 4 sources of data and how they were used to determine services.	___/10
c. Identifies <u>research base utilized to identify services</u> the school will receive or the activities the school will implement.	Minimally refers to evidence-based practices which will be implemented in the school.	Describes 2 evidence-based practices that will be implemented in the school, and cites relevant research.	Describes at least 3 evidence-based practices that will be implemented in the school, and cites relevant research.	___/10
d. Provides <u>three-year timeline</u> for implementing the selected school improvement strategies; includes <u>activities during pre-implementation period</u> .	Minimally developed.	Describes broad overview of 3-year timeline.	Addresses most of the elements of the selected intervention(s) for 3-year timeline.	___/10
e. Outlines <u>specific actions the District will take to sustain reforms</u> in Tier III schools after the funding period ends.	Describes 1 or 2 actions.	Describes 3 or 4 actions, citing research on effective district practices.	Describes at least 5 actions, citing research on effective district practices to support sustaining reforms after the funding period ends.	___/10
Total Score for Question 6b				___/100

Q 7: Describe goals the District has established (subject to OSPI approval) in order to hold accountable those Tier III schools that receive SIG funds.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes data which will be used to measure progress. Actions include the following:</p> <ul style="list-style-type: none"> • Identifies <u>interim assessments or other indicators of progress</u> that will be used to monitor progress in Tier III schools; • Provides <u>timeline</u> for collecting and analyzing data from interim assessments or other indicators of progress; • Describes <u>technical assistance and other resources</u> that will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; • Describes <u>additional resources</u>, if any, that will be provided to implement interim assessments and other indicators of progress; and • Describes process to <u>reassess current and/or provide additional support and resources</u> (e.g., human, fiscal) if school is not meeting or on target to meet annual goals. 	Addresses 1 or 2 of the steps to establish interim assessments for determining if students are on track to meet annual goals.	Addresses 3 of the steps to establish interim assessments and provides timeline for data collection and analysis.	Addresses 4 or more of the steps to establish interim assessments and provides timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.	___/10
Total for Question 7				___/10

Question #8 does not apply to Districts applying to serve only Tier III.

Q 8: Describe how, as appropriate, the District collaborated with administrators, teachers, and other staff; parents; unions representing employees within the District; students; and other representatives of the local community to develop this application and implement intervention model(s) in its Tier I and Tier II schools. Attach evidence demonstrating how the District is collaborating on matters related to contracts and current collective bargaining practices (e.g., Memorandum of Understanding).

Criteria:	1-3 points	4-6 points	7-10 points	Score
Identifies <u>relevant stakeholder groups</u> who were consulted during the <u>application process</u> and will be consulted during the <u>implementation process</u> . Actions include: <ul style="list-style-type: none"> • Application: Refer to Question #1c; no new points awarded. • Implementation: <ul style="list-style-type: none"> ○ Identifies relevant stakeholder groups with whom the district will consult during <u>implementation</u>; ○ Provides timeline for Tier I and Tier II schools which indicates regular consultation with relevant stakeholders during <u>implementation</u>; and ○ Describes a variety of two-way communication models (e.g., survey, focus group) that will be used to gather input during <u>implementation</u> from these groups; and ○ Describes how stakeholder input will be utilized during <u>implementation</u>. 	Provides minimal evidence of stakeholder involvement during implementation.	Provides moderate evidence of stakeholder involvement during implementation.	Provides extensive evidence of stakeholder involvement and plans for continued involvement through the <i>SIG</i> timeline.	__/10
Total for Question 8				__/10

Budget

<p>The district's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the district's application as well as to support school improvement activities in identified Tier III schools throughout the period of availability of SIG funds (taking into account any waiver extending that period received by either OSPI or the district).</p>			
<p>The budget also includes sufficient funds in the Year 1 budget to support pre-implementation activities during spring and summer 2011.</p>			
Criteria:			Meets Criteria
a. Proposed budget for each Tier I and Tier II school the district identified in this application is of sufficient size and scope to support full and effective implementation of the required and optional activities as directly related to the selected intervention for these Tier I and Tier II school(s) over a period of three years through September 30, 2014, pending additional federal school improvement grant funding for 2012-13 and 2013-14.	Information is incomplete.	All information is complete and proposed budget follows federal and state guidelines.	Yes/No
b. Proposed budget for each Tier III school identified in this application includes the services the district will provide the school at a scale sufficient to support school improvement activities in those schools. A district may "serve" a Tier III school by providing services that benefit the school directly. While the Tier III school must receive some tangible benefit from the district's use of SIG funds, the value of which can be determined by the district, the school need not actually receive SIG funds. (Funding is only available for Tier III schools after all Tier I and Tier II schools have been funded.)	Information is incomplete.	All information is complete and proposed budget follows federal and state guidelines.	Yes/No
c. Proposed budget for pre-implementation activities for each Tier I, Tier II, and Tier III school identified in the application is of sufficient size and scope to support effective implementation of required and optional activities in spring and summer 2011, so that the district can fully and effectively implement interventions and school improvement services in Year 1.	Information is incomplete.	All information is complete and proposed budget follows federal and state guidelines.	Yes/No
d. Overall proposed budget, with supporting rationale, indicates how district will allocate school improvement funds over a maximum of a three year period, with separate budgets for each Tier I, Tier II, and Tier III school identified in the application for each year of the grant.	Information is incomplete.	All information is complete and proposed budget follows federal and state guidelines.	Yes/No
e. Proposed budget includes funding for district-level activities necessary to support the implementation of school intervention models in Tier I and Tier II schools and services/improvement activities in Tier III schools.	Information is incomplete.	All information is complete and proposed budget follows federal and state guidelines.	Yes/No
f. Proposed budget reflects how the district will sustain improvement efforts after the end of the grant period.	Information is incomplete.	All information is complete and proposed budget follows federal and state guidelines.	Yes/No

g. If applicable, proposed budget reflects amounts agreed upon between the district and OSPI/DSIA to provide technical assistance and other supportive services; if applicable, proposed budget reflects agreed-upon amounts to contract with external provider(s).	Information is incomplete.	All information is complete and proposed budget follows federal and state guidelines.	Yes/No If applicable
h. Proposed budget reflects how the district will expend the three-year budget based on projected use of funds, demonstrating a declining reliance on grant funds (i.e., Year 1 – 40%, Year 2 – 35%, and Year 3 – 25%).	Information is incomplete.	All information is complete and proposed budget follows federal and state guidelines.	Yes/No If applicable
Budget is complete			Yes/No

Scoring Rubric for District SIG Applications Question 3a

District _____ School _____ Reviewer _____

This section is to be completed for each Tier 1 and Tier 2 school selected for Transformation.

Transformation Model Elements	Required Element Missing 0 points— Disqualified	1-3 points	4-6 points	7-10 points	Score	
Teachers and Leaders						
Replace the principal.*	Required		LEA plans to replace the principal.	LEA plans to replace the principal and suggests how they will install a principal with skills to lead the intervention.	LEA plans to replace the principal and details the action steps they will take to install a principal with skills to lead the intervention.	___/10
*If principal is new to the school within the last 2 years, the principal may remain as principal if the district has implemented "in whole or in part" the required elements of the selected intervention model.	Required		Principal new within last 2 years, minimal evidence of intervention implementation "in whole or in part."	Principal new within last 2 years, some evidence of intervention implementation "in whole or in part."	Principal new within last 2 years, substantial evidence of intervention implementation "in whole or in part."	
Implement such strategies as financial incentives and career ladders for hiring, placing, and retaining effective teachers.	Required		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	___/10
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals; systems should take into account student growth data and other multiple measures such as multiple observation-based assessments of performance, ongoing collections of professional practice reflecting student achievement and increased high school graduation rates.	Required		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	___/10
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.	Required		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	___/10
Provide additional incentives to attract and retain staff, such as a bonus to recruit and place a cohort of high performing teachers together in a low achieving school.	Optional		Minimal development	Moderate development	Extensive development	
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher's seniority.	Optional		Minimal development	Moderate development	Extensive development	
Total Score for this Element:					___/40	

Transformation Model Elements	Required Element Missing 0 points— Disqualified	1-3 points	4-6 points	7-10 points	Score	
Instructional and Support Strategies						
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and to state standards.	Required		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	___/10
Provide staff ongoing, high quality, job-embedded professional development aligned with the school’s comprehensive instructional program and developed with school staff.	Required		LEA shows no barriers and is willing to implement ongoing, high quality, job-embedded professional development, but the planning process has not yet begun.	LEA plans to implement ongoing, high quality, job-embedded professional development, but is planning to implement only some of the elements indicated in the guidance. (See <i>description to the right.</i>)	LEA plans to implement professional development that: Occurs on a regular basis (e.g., daily or weekly; aligned to academic standards, school curricula and improvement goals; supported through coaches & mentors; focuses on looking at student work, achievement data; collaboratively planning & adjusting instructional strategies; consultations with outside experts, observations of classrooms practices; may include collaborative planning time.)	___/10
Ensure continuous use of student data (formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	Required		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	___/10
Institute a system for measuring changes in instructional practices resulting from professional development.	Optional		Minimal development	Moderate development	Extensive development	
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	Optional		Minimal development	Moderate development	Extensive development	

Transformation Model Elements	Required Element		1-3 points	4-6 points	7-10 points	Score
	Missing 0 points— Disqualified					
Implement a school-wide response to intervention model.	Optional		Minimal development	Moderate development	Extensive development	
Provide additional support and professional development to teachers to support students with disabilities and limited English proficient students.	Optional		Minimal development	Moderate development	Extensive development	
Use and integrate technology-based supports and interventions as part of instructional program.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Improve student transition from middle to high school.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Establish early warning systems.	Optional		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						___/30
Learning Time and Support						
Establish schedules and strategies that provide increased learning time in all subjects for a well rounded education, enrichment and service learning. Increased learning time includes longer school day, week or year to increase total number of school hours.	Required		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	___/10
Provide ongoing mechanisms for family and community engagement.	Required		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	___/10
Provide appropriate social-emotional and community-oriented services and support for students.	Optional		Minimal development	Moderate development	Extensive development	
Partner with parents and parent organizations, faith and community based organizations, health clinics, and other state/local agencies to create safe learning environments.	Optional		Minimal development	Moderate development	Extensive development	

Transformation Model Elements	Required Element Missing 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	Optional		Minimal development	Moderate development	Extensive development	
Implement approaches to improve school climate and discipline.	Optional		Minimal development	Moderate development	Extensive development	
Expand program to offer pre-kindergarten or full day kindergarten.	Optional		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						___/20
Provide operational flexibility and sustained support						
Give school sufficient operational flexibility (staffing, calendar, and budget) to implement fully comprehensive approach.	Required		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	___/10
Ensure school receives intensive ongoing technical support from district, state, or external partners.	Required		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	___/10
Adopt a new governance structure to address turnaround of school(s); the district may hire a chief turnaround officer to report directly to the superintendent.	Optional		Minimal development	Moderate development	Extensive development	
Implement a new school model (e.g., themed, dual language academy)	Optional		Minimal development	Moderate development	Extensive development	
Implement a per-pupil school based budget formula that is weighted based on student needs.	Optional		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						___/20
Total for this School						___/110

Scoring Rubric for District SIG Applications Question 3a

DISTRICT _____ SCHOOL _____ REVIEWER _____

This section is to be completed for each Tier 1 and Tier 2 school selected for the Turnaround Model.

Turnaround Model Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
Teachers and Leaders						
Replace the principal.	Required		LEA plans to replace the principal.	LEA plans to replace the principal and suggests how they will install a principal with skills to lead the intervention.	LEA plans to replace the principal and details the action steps they will take to install a principal with skills to lead the intervention.	___/10
*If principal is new to the school within the last 2 years, the principal may remain as principal if the district has implemented “in whole or in part” the required elements of the selected intervention model.	Required		Principal new within last 2 years, minimal evidence of intervention implementation “in whole or in part.”	Principal new within last 2 years, some evidence of intervention implementation “in whole or in part.”	Principal new within last 2 years, substantial evidence of intervention implementation “in whole or in part.”	
Use locally adopted competencies to measure effectiveness of staff who can work in turnaround environment; use to select new staff.	Required		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	___/10
Screen all existing staff and select new staff, rehiring no more than 50%	Required		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	___/10
Implement such strategies as financial incentives and career ladders for hiring, placing, and retaining effective teachers.	Required		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	___/10
Use rigorous, transparent, and equitable evaluation systems for teachers and principals; systems should take into account student growth data and other multiple measures such as multiple observation-based assessments of performance, ongoing collections of professional practice reflecting student achievement and increased high school graduation rates.	Optional		Minimal development	Moderate development	Extensive development	
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.	Optional		Minimal development	Moderate development	Extensive development	
Provide additional compensation to attract and retain staff, such as a bonus to recruit and place a cohort of high performing teachers together in a low achieving school.	Optional		Minimal development	Moderate development	Extensive development	
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher’s seniority.	Optional		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						___/40

Turnaround Model Elements	Required Element 0 points— Disqualified	1-3 points	4-6 points	7-10 points	Score	
Instructional and Support Strategies						
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and to state standards.	Required		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	___/10
Provide staff ongoing, high quality, job-embedded professional development aligned with the school’s comprehensive instructional program and developed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies..	Required		LEA shows no barriers and is willing to implement ongoing, high quality, job-embedded professional development, but the planning process has not yet begun.	LEA plans to implement ongoing, high quality, job-embedded professional development, but is planning to implement only some of the elements indicated in the guidance. (see <i>description to the right.</i>)	LEA plans to implement professional development that: Occurs on a regular basis (e.g., daily or weekly; aligned to academic standards, school curricula and improvement goals; supported through coaches & mentors; focuses on looking at student work, achievement data; collaboratively planning & adjusting instructional strategies; consultations with outside experts, observations of classrooms practices; may include collaborative planning time).	___/10
Ensure continuous use of student data (formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	Required		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	___/10
Institute a system for measuring changes in instructional practices resulting from professional development.	Optional		Minimal development	Moderate development	Extensive development	
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	Optional		Minimal development	Moderate development	Extensive development	
Implement a school-wide response to intervention model.	Optional		Minimal development	Moderate development	Extensive development	
Provide additional support and professional development to teachers to support students with disabilities and limited English proficient students.	Optional		Minimal development	Moderate development	Extensive development	

Turnaround Model Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
Use and integrate technology-based supports and interventions as part of instructional program.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc..	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Improve student transition from middle to high school.	Optional		Minimal development	Moderate development	Extensive development	
Secondary Schools: Establish early warning systems.	Optional		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						___/30
Learning Time and Support						
Establish schedules and strategies that provide increased learning time in all subjects for a well rounded education, enrichment and service learning. Increased learning time includes longer school day, week or year to increase total number of school hours.	Required		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	___/10
Provide appropriate social-emotional and community-oriented services and support for students.	Required		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	___/10
Provide ongoing mechanisms for family and community engagement.	Optional		Minimal development	Moderate development	Extensive development	
Partner with parents and parent organizations, faith and community based organizations, health clinics, and other state/local agencies to create safe learning environments.	Optional		Minimal development	Moderate development	Extensive development	
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	Optional		Minimal development	Moderate development	Extensive development	
	Optional		Minimal development	Moderate	Extensive development	

Turnaround Model Elements	Required Element 0 points— Disqualified	1-3 points	4-6 points	7-10 points	Score
Implement approaches to improve school climate and discipline.				development	
Expand program to offer pre-kindergarten or full day kindergarten.	Optional		Minimal development	Moderate development	Extensive development
Total Score for this Element:					__/20
Governance					
Adopt a new governance structure to address turnaround of school(s); the district may hire a chief turnaround officer to report directly to the superintendent.	Required		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element
Provide principal with sufficient operating flexibility in staffing, calendars/time, and budgeting to fully implement comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	Required		LEA shows no barriers and willingness to give principal flexibility in staffing, time and budget	LEA has drafted plans that will give the principal flexibility in staffing, time and budget	LEA has begun laying the groundwork for implementation of principal flexibility in staffing, time and budget
Ensure school receives intensive ongoing technical support from district, state, or external partners.	Optional		This element is scored in question 3b in the comprehensive scoring packet.		
Implement a new school model (e.g., themed, dual language academy)	Optional		Minimal development	Moderate development	Extensive development
Implement a per-pupil school based budget formula that is weighted based on student needs.	Optional		Minimal development	Moderate development	Extensive development
Total Score for this Element:					__/20
Total for this School					__/ 110

Scoring Rubric for District SIG Applications Question 3a

DISTRICT _____ SCHOOL _____ REVIEWER _____

This section is to be completed for each Tier 1 and Tier 2 school selected for Restart.

School Restart Elements	Required Element 0 points— Disqualified	1-3 points	4-6 points	7-10 points	Score
District has indicated which school will use the Restart model					
District has delineated the process to be used in selecting an EMO.		Minimal development	Moderate Development	Extensive Development	___/10
The district has established a pool of potential partners with interest and exhibited capacity to restart the selected school.		Minimal development	Moderate Development	Extensive Development	___/10
The district has indicated the elements of the “rigorous review process it has used or will use to identify an appropriate Educational Management Organization.		Minimal development	Moderate Development	Extensive Development	___/10
The district assures that all former students who wish to attend the restarted school will be granted admission (if eligible for grade levels of the restarted school .		Minimal development	Moderate Development	Extensive Development	___/10
The district will monitor the EMO for student achievement goals.		Minimal development	Moderate Development	Extensive Development	___/10
Total for this School					/50
Comments:					

SCORING RUBRIC FOR LEA SIG APPLICATIONS

DISTRICT _____ SCHOOL _____ REVIEWER _____

This section to be completed for each Tier 1 and Tier 2 school the district plans to close.

School Closure Elements	Required Element 0 points— Disqualified	1-3 points	4-6 points	7-10 points	Score
District has indicated which school will be closed					
District has established a timeline ensuring students from the closed school will be assigned to higher-achieving schools in the district beginning with the 2012-13 school year.		Minimal Development	Moderate Development	Extensive Development	___/10
District has identified other higher-performing schools within reasonable proximity to the school being closed.		Minimal Development	Moderate Development	Extensive Development	___/10
District plans for closure are consistent with Washington State Legislative requirements and the school closure will occur by July 1, 2012. (RCW 28A.335.020)		Minimal Development	Moderate Development	Extensive Development	___/10
Total for this School					/30

Comments:

RCW 28A.335.020

School closures — Policy of citizen involvement required — Summary of effects — Hearings — Notice.

Before any school closure, a school district board of directors shall adopt a policy regarding school closures which provides for citizen involvement before the school district board of directors considers the closure of any school for instructional purposes. The policy adopted shall include provisions for the development of a written summary containing an analysis as to the effects of the proposed school closure. The policy shall also include a requirement that during the ninety days before a school district's final decision upon any school closure, the school board of directors shall conduct hearings to receive testimony from the public on any issues related to the closure of any school for instructional purposes. The policy shall require separate hearings for each school which is proposed to be closed.

The policy adopted shall provide for reasonable notice to the residents affected by the proposed school closure. At a minimum, the notice of any hearing pertaining to a proposed school closure shall contain the date, time, place, and purpose of the hearing. Notice of each hearing shall be published once each week for two consecutive weeks in a newspaper of general circulation in the area where the school, subject to closure, is located. The last notice of hearing shall be published not later than seven days immediately before the final hearing.

Attachment 5:

November 5, 2010 Waiver Notice to LEAs and the Public, LEA/Public Comments Received





SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

TO: Superintendents of Districts that are Eligible to Receive a School Improvement Grant

FROM: Tonya Middling, Director
District and School Improvement and Accountability

DATE: November 5, 2010

SUBJECT: Notice of Request for Waivers and District Comment Period Regarding School Improvement Grant (SIG) Requirements

On November 1, the U.S. Department of Education (ED) released the requirements governing the process that a State educational agency (SEA) uses to award school improvement funds authorized under section 1003(g) of the Elementary and Secondary Education Act to local education agencies (LEAs). This correspondence is to inform LEAs, eligible for identification and/or selection for SIG funding, of waivers OSPI will pursue in its application to the ED and to obtain comments from LEAs regarding the waivers prior to submitting the SEA application for funds.

The purpose of the SIG is to have each SEA target the lowest-achieving Title I schools identified for improvement, corrective action, or restructuring and Title I eligible secondary schools and organize these schools into three tiers based on greatest need. Not all LEAs will have eligible schools that fall into these tiers of support. If an LEA applies for SIG funds through OSPI, it will be required to identify one of four intervention models for each of its Tier I and Tier II schools: Turnaround, Restart, Closure or Transformation. An LEA will also have the option to apply for funds for its Tier III schools, as long as it applies to serve any Tier I and II schools first, if applicable.

In its application, OSPI will request a waiver of the following requirements for the school improvement funds:

Waiver 1: 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 30.

Waiver 2: School Improvement timeline:

- 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 in the 2011-2012 school year to “start over” in the school improvement timeline.

Waiver 3: 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.

A complete description of the SIG requirements and the four change models can be found by going to the following link and clicking on the SIG Guidance document dated November 1, 2010: <http://www2.ed.gov/programs/sif/legislation.html#guidance>.

We invite comments on the proposed waiver request. Interested persons may submit comments on or before November 19, 2010. Comments must be received by postal mail, hand delivery or by e-mail to janet.culik@k12.wa.us. Please address comments to Tonya Middling, OSPI District and School Improvement and Accountability, P.O. Box 47200, Olympia, WA 98504-7200.

Comments received will be included with the request for waivers in the application for school improvement funds.

TM;jc

Janet Culik

Distribution List Name: SIG 10-11 Waiver Notice REVISED 110510

Members:

Aaron Chavez	achavez@wsd73.wednet.edu
Art Jarvis	AJarvis@tacoma.k12.wa.us
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For more information:

schoolimprovement@k12.wa.us
(253) 571-3540

School Improvement Grants (SIG)

School Improvement Grant Awardees and Unfunded District Applications

OSPI is pleased to share the creative and committed work of Washington school districts that voluntarily applied for the new federal School Improvement Grants (SIGs), which require significant changes in practices, personnel and heightened levels of innovation. When the U.S. Department of Education set new parameters for federal school improvement support this year, 47 schools in 27 districts were identified as eligible to apply for grant funding based on being persistently lowest-achieving. Applications were submitted on behalf of 41 of the schools. Districts submitted proposals on their respective commitment and capacity to adopt one of four federal transformational models. With limited funds, only a fraction of districts could be funded. Through a rigorous review process, nine districts representing 18 schools were approved to receive School Improvement Grants ranging from \$447,641 to \$4,500,001 for the 2010-11 school year.

The nine SIG-funded districts have negotiated budgets and honed their applications to more rigorously implement all of the elements of their selected rapid improvement models. The final approved applications and highlights of the transformations planned for these schools are provided below. More information on the four federal models and the Washington state application is available on the [U.S. Department of Education's School Improvement Fund site](#).

[Summary of SIG-funded Districts](#)

Funded District Highlights and Applications:

Grandview Highlights:
[Grandview Middle School](#)
[Grandview Application](#)

Highline Highlights:
[Cascade Middle School](#)
[Chinook Middle School](#)
[Highline Application](#)

Longview Highlights:
[Monticello Middle School](#)
[Longview Application](#)

Marysville Highlights:
[Tulalip Elementary & Totem Middle School](#)

Sunnyside Highlights:
[Sunnyside High School](#)
[Sunnyside Application](#)

Tacoma Highlights:
[Gaudrone Middle School](#)
[Jason Lee Middle School](#)
[Stewart Middle School](#)
[Tacoma Application](#)

Wellpinit Highlights:
[Wellpinit Elementary](#)
[Wellpinit Application](#)

Yakima Highlights:

What's New

[Notice of Request for Waivers and District Comment Period Regarding SIG Requirements](#) (Word)

[Successful Implementation of Federal Intervention Models in Persistently Lowest-achieving Schools 2009-10](#) (PDF)

[Federal Title I School Improvement Grants](#)

[FAQs about School Improvement Grants \(SIGs\)](#)

[List of Tier I, II and III Schools](#) (PDF)

[List of Districts Identified for Federal Improvement Grants Released](#)

Additional Information

[Selected Comprehensive Educational Service Providers \(CESP\)](#) (PDF)

[CESP RFO 04-2009 \(closed\)](#) (PDF)

Notice of Request for Waivers and District Comment Period Regarding School Improvement Grant (SIG) Requirements

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In its application, OSPI will request a waiver of the following requirements for the school improvement funds:

Waiver 1: 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 30.

Waiver 2: School Improvement timeline:

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We invite comments on the proposed waiver request. Interested persons may submit comments on or before November 19, 2010. Comments must be received by postal mail, hand delivery or by e-mail to janet.culik@k12.wa.us. Please address comments to Tonya Middling, OSPI District and School Improvement and Accountability, P.O. Box 47200, Olympia, WA 98504-7200.

Comments received will be included with the request for waivers in the application for school improvement funds.

November 29, 2010

No responses were received regarding the School Improvement Grant request for waivers.

Janet Culik

Attachment 6:

List of Stakeholders and Committee of Practitioners That Reviewed and Support OSPI's *School Improvement Grant* Application



Requests for Consultation on the SIG Application were sent to the following on November 5 and November 10, 2010:

Gayle Pauley, OSPI and Title I Committee of Practitioners	Various	Gayle.pauley@k12.wa.us , additional on Committee of Practitioners contact list
Paul Rosier, Executive Director	Washington Association of School Administrators (WASA)	prosier@wasa-oly.org
Karen Davis, Wendy Rader-Konofalski, and Ann Randall	Washington Education Association (WEA)	KDavis@washingtonea.org WRader-Konofalski@washingtonea.org ARandall@washingtonea.org
Gary Kipp, Executive Director	Association of Washington School Principals (AWSP)	gary@awsp.org
Edie Harding, Executive Director	State Board of Education	Edie.harding@k12.wa.us
Superintendents and Assistant Superintendents of Washington State Education Service Districts	Various	bsmart@esd123.org bhawkins@esd123.org bevans@nwsed.org cindy@ncesd.org danderson@esd113.k12.wa.us dennis.mathews@esd112.org jane.gutting@esd105.org jjenkins@nwsed.org mdunn@esd101.net mbridges@psed.org richm@ncesd.org twyla.barnes@esd112.org bigbyw@oesd.wednet.edu hparoff@esd101.net ian.grabenhorts@esd105.org jim.hock@oesd.wednet.edu mfuson@psed.org
Judy Hartman, Executive Policy Advisor	Governor's Executive Policy Office	Judy.hartmann@gov.wa.gov
Superintendents of SIG Cohort I districts	Various	ajarvis@tacoma.k12.wa.us beraza.elaine@yakimaschools.org welchjp@hsd401.org kchase@grandview.wednet.edu larry_nyland@mssl.k12.wa.us magoodloe@seattleschools.org rcole@sunnyside.wednet.edu scusick@longview.k12.wa.us tames@wellpinit.wednet.edu

Title I Committee of Practitioners'

November 2010

Members:

- | | |
|-----------------------|-------------------------------------|
| 1. Debra Appleton | debra.appleton@k12.wa.us |
| 2. Sue Bradner | sbradner@dieringer.wednet.edu |
| 3. Patty Gregory | pgregory@griffin.k12.wa.us |
| 4. Megan Guritz | tobarbieq@yahoo.com |
| 5. Linda Hall | hall@csdk12.org |
| 6. Emma Jane LaVallie | elavalli@potlatch.esd112.wednet.edu |
| 7. Laurie Judd | ljudd@wpsd.wednet.edu |
| 8. Wendy Paul | wendypaul@cablespeed.com |
| 9. Gayle Pauley | gayle.pauley@k12.wa.us |
| 10. Tori Preston | preston@skitsap.wednet.edu |
| 11. Kay Purcell | kay.purcell@seattlearch.org |
| 12. Diane Sampson | dsampson@toppenish.wednet.edu |
| 13. Joni Scott | jscott@wellpinit.wednet.edu |
| 14. Ruby Smith | rubydereck@hotmail.com |
| 15. Claudia Sobczuk | sobczuc@dpsd.org |
| 16. Lorna Spear | lornas@spokaneschools.org |
| 17. Deifi Stolz | deifi.stolz@k12.wa.us |
| 18. Israel Vela | israel.vela@kent.k12.wa.us |
| 19. Phyllis Wagner | No email. (509) 758-5935 |
| 20. Steve Witeck | switeck@esd123.org |

From: [Lorna Spear](#)
To: [Janet Culik](#)
Subject: Re: Request for Consultation - Draft OSPI SEA SIG Application
Date: Sunday, November 14, 2010 6:56:07 PM

Janet- I read the application and find it to be very specific and understandable. Not sure I have much more to add!

Dr. Lorna L. Spear
Executive Director of Teaching and Learning
Spokane Public Schools
phone- 509-354-7339
fax- 509-354-5965
>>> Janet Culik <Janet.Culik@k12.wa.us> 11/10/10 4:58 PM >>>
Committee of Practitioners:

Attached please find a message from Tonya Middling, Director of Project Management at OSPI's District and School Improvement and Accountability division. DSIA has just completed its first draft of its SEA application for the School Improvement Grant, and would like for the Committee to review its work. Further information and timelines can be found in the Consultation Request document.

I've also attached the draft SEA application, in PDF format.

We sincerely appreciate your time and prompt response; OSPI is on a tight deadline to submit its application to the Department of Education December 3.

Please do not hesitate to contact either Tonya or myself if you have any questions.

Janet Culik | Executive Assistant
District and School Improvement and Accountability
Office of Superintendent of Public Instruction
WIIN Center | 6501 N 23rd Street, Tacoma, WA 98406
*(253) 571-3573| 7 (253) 571-3537| * janet.culik@k12.wa.us <<mailto:janet.culik@k12.wa.us>>

From: [Michael Dunn](#)
To: [Janet Culik](#)
Cc: [zAPD - Helene Paroff](#); bkeim@esd113.k12.wa.us; [Bruce Hawkins](#); [Jerry Jenkins \(jjenkins@esd189.org\)](mailto:jjenkins@esd189.org); [Monte Bridges \(mbridges@psesd.org\)](mailto:mbridges@psesd.org); richm@ncesd.org; [Steve Myers](#); twyla.barnes@esd112.org; bigbyw@oesd.wednet.edu
Subject: RE: Request for Consultation - Draft OSPI SEA SIG Application
Date: Wednesday, November 17, 2010 2:32:20 PM
Attachments: [image001.jpg](#)

Ms. Culik,

Thank you for providing us an opportunity to provide input.

- ★ Based on our ESD's experience in working with Wellpinit SD this year, the school and/or district context has an impact on capacity to execute all of the requirements. That is, requirements must account for the size and nature of the school/district. Further, we urge you to propose that, to the maximum extent possible, planning and professional development time is sufficiently allocated so that implementation can proceed productively.
- ★ Given our experience with Wellpinit SD, it seems apparent that ESDs are equipped to serve as support to schools of improvement. We believe it would be appropriate to note this in the application.
- ★ Consideration should be given to a school's/district's proximate location to the WIIN Center. What works for Tacoma may not work for as well a district in eastern Washington.
- ★ Finally, we were privy to the input provide by one of our fellow ESDs, ESD 189, and wholeheartedly concur with the perspective and feedback they shared.

Again, we appreciate the opportunity to review and provide input.

Sincerely,

Helene Paroff, Assistant Superintendent – and – Michael Dunn, Superintendent

P.S. There is a typo on page 4, (a) (ii) – we believe you meant to say “weighted” average (as opposed to “eight” average)



Michael Dunn, Ed.D.

Superintendent

NorthEast Washington

Educational Service District 101

mdunn@esd101.net

509-456-2715 (office)

<http://www.esd101.net/>

509-701-1742 (cellular)

509-789-3780 (fax)



Please consider whether it is necessary to print this email.

From: Janet Culik [mailto:Janet.Culik@k12.wa.us]
Sent: Wednesday, November 10, 2010 4:50 PM
To: Bob Smart; Bruce Hawkins; Buck Evans; Cindy Duncan; danderson@esd113.k12.wa.us; dennis.mathews@esd112.org; Dr. Jane Gutting; jjenkins@nwsd.org; Michael Dunn; Dr. Monte Bridges; richm@ncesd.org; twyla.barnes@esd112.org; bigbyw@oesd.wednet.edu; Helene Paroff; Ian Grabenhorst; Jim Hockstaff; Marlene Fuson
Cc: Tonya Middling; Bill Mason
Subject: Request for Consultation - Draft OSPI SEA SIG Application
Importance: High

ESD Superintendents and Assistant Superintendents:

Attached please find a message from Tonya Middling, Director of Project Management at OSPI's District and School Improvement and Accountability division. DSIA has just completed its first draft of its SEA application for the School Improvement Grant, and would like for you to review its work. Further information and timelines can be found in the Consultation Request document.

I've also attached the draft SEA application, in PDF format.

We sincerely appreciate your time and prompt response; OSPI is on a tight deadline to submit its application to the Department of Education December 3.

Please do not hesitate to contact either Tonya or myself if you have any questions.

Janet Culik | Executive Assistant
District and School Improvement and Accountability
Office of Superintendent of Public Instruction
WIIN Center | 6501 N 23rd Street, Tacoma, WA 98406
☎ (253) 571-3573 | 📠 (253) 571-3537 | ✉ janet.culik@k12.wa.us

From: [Jerry Jenkins](#)
To: [Janet Culik](#)
Cc: [Kathy Shoop](#); bkeim@esd113.k12.wa.us; [Bruce Hawkins](#); jjenkins@nwesd.org; mdunn@esd101.net; [Monte Bridges \(mbridges@psesd.org\)](#); richm@ncesd.org; [Steve Myers \(steve.myers@esd105.org\)](mailto:Steve.Myers (steve.myers@esd105.org)); bigbyw@oesd.wednet.edu
Subject: RE: Request for Consultation - Draft OSPI SEA SIG Application
Date: Sunday, November 14, 2010 9:07:13 PM
Attachments: [grant application notes to DSIA 11 10.docx](#)

Please find the NWESD feedback attached. Thanks!

Jerry

Dr. Jerry Jenkins, Superintendent
Northwest Educational Service District

Together We Can

From: Janet Culik [mailto:Janet.Culik@k12.wa.us]
Sent: Wednesday, November 10, 2010 4:50 PM
To: Bob Smart; Bruce Hawkins; Buck Evans; Cindy Duncan; danderson@esd113.k12.wa.us; dennis.mathews@esd112.org; Dr. Jane Gutting; Jerry Jenkins; mdunn@esd101.net; Dr. Monte Bridges; richm@ncesd.org; twyla.barnes@esd112.org; bigbyw@oesd.wednet.edu; zAPD - Helene Paroff; Ian Grabenhorst; Jim Hockstaff; Marlene Fuson
Cc: Tonya Middling; Bill Mason
Subject: Request for Consultation - Draft OSPI SEA SIG Application
Importance: High

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 (253) 571-3573 |  (253) 571-3537 |  janet.culik@k12.wa.us

To: Tonya Middling, WIIN Center, Washington State DSIA

From: Kathy Shoop

Date: November 14, 2010

Re: Solicited comments regarding the draft DSIA application

Thank you for the opportunity to read and consider additional possibilities for this application. After reading the application, I urge you to consider the following suggestions:

1. Page 13, (1)e.: add a requirement that districts/schools adopt a common instructional framework to norm their language and work around student learning.
2. Page 13, (2)a.: about the 'external provider', what type of "...demonstrated success in turning around schools..." is required? Are these requirements different from what OSPI has and can deliver? What is the evidence of this?
3. Page 19, (2)a.iii.: insert language about the common use of an instructional framework, as suggested in #1 above.
4. Page 19, (2)a.v.: How, exactly, will impact be measured? With no random sample and no control group, it is not possible to claim any cause/effect impact.
5. Page 19, (5)c.: "Accessing technical assistance or support through OSPI's WIIN Center..." - I suggest allowing here for external providers, eg., the ESDs.
6. Page 20, (1)f.: insert language re: instructional framework as mentioned in #1 above.
7. Page 22, (2)d.: I could not access the list of the EMO's via the link.

In general, I wonder why the ESDs are not mentioned in the application as collaborative partners in the work. In both math and reading, our folks were at the lead in development of the frameworks, development of items for benchmark assessments, and in editing the modules. This work was done with both deep content and pedagogy knowledge coupled with a keen awareness of the context of the districts served within each region. I would support adding language about this ongoing and future partnership which goes beyond the opportunity to peruse and make suggestions to the draft application.

Thanks for the opportunity to read this.

From: [Eddie Harding](#)
To: [Janet Culik](#); [Tonya Middling](#)
Cc: [Alan Burke](#); [Sarah Rich](#); [Bob Butts](#); [Warren, Colleen \(ATG\)](#)
Subject: SIG Application Feedback
Date: Monday, November 15, 2010 5:37:09 PM
Attachments: [image001.jpg](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)

Hello Fab SIGers-

We look forward to seeing you tomorrow. First some comments to meet our deadline to respond to your review of your SIG app update to Feds.

Overall it looks dandy- you sure know how to write an application! There is one major issue though on pages 23-24 the timeline is a bit misaligned I think...

Nov 12 notification- I assume you did not let districts know yet

Jan 12 might be a bit late to notify SBE – we should know at least a week ahead of Board meeting

March 31 awards announced---how can you announce awards when we ask for RAD plans to go to OSPI on April 15 and SBE approves (or disapproves) on May 15

The last date causes me the most concern. How can we work this through to have a seamless process?

Thanks for asking

Eddie

Eddie Harding
Executive Director
Eddie.Harding@k12.wa.us
360.725.6025
State Board of Education ([website](#) / [listserv](#))



From: [Edie Harding](#)
To: [Edie Harding](#); [Janet Culik](#); [Tonya Middling](#)
Cc: [Alan Burke](#); [Sarah Rich](#); [Bob Butts](#); "[Warren, Colleen \(ATG\)](#)"
Subject: Follow up to discussion with Tonya today on SIG application
Date: Tuesday, November 16, 2010 3:09:31 PM
Attachments: [image001.jpg](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)

Tonya-

The new SBE rule uses by April 15 district submits a RAD plan and by May 15 the SBE shall approve or disapprove plan. We can live with doing them earlier although it will mean a special meeting for the Board in April as you indicated that March 9-10 (SBE's March Board meeting would be too early). If you could put a bit more flexibility in your SIG application that would be good re: an end date. Remember this all assumes that things go well and if they don't...we have another set of timelines for coming to resolution. I think we need to be clear about when these plans are due and when Board will act. I will also need to get a meeting scheduled with Board which I would like to suggest at our January meeting. Prefer to do it by telephone in April.

Best
Edie

From: Edie Harding
Sent: Monday, November 15, 2010 5:37 PM
To: Janet Culik; Tonya Middling
Cc: Alan Burke; Sarah Rich; Bob Butts; Warren, Colleen (ATG)
Subject: SIG Application Feedback

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Thanks for asking
Edie

Edie Harding

Executive Director
Edie. Harding@k12.wa.us
360.725.6025
State Board of Education ([website](#) / [listserv](#))



From: prosier@wasa-oly.org
To: [Janet Culik](#)
Subject: Re: Request for Review and Comment on Draft SIG Application
Date: Wednesday, November 17, 2010 9:02:40 AM
Importance: High

Janet and Tonya,

Thanks for the opportunity to review the SIG Grant proposal/plan. Within the constraints of the Federal rules, the plan looks fine. WASA has no comments for changes.

Paul >

Paul:

>
> Attached please find a message from Tonya Middling, Director of Project
> Management at OSPI's District and School Improvement and Accountability
> division. DSIA has just completed its first draft of its SEA application
> for the School Improvement Grant, and would like for you to review its
> work. Further information and timelines can be found in the Consultation
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> We sincerely appreciate your time and prompt response; OSPI is on a tight
> deadline to submit its application to the Department of Education December
> 3.
>
> Please do not hesitate to contact either Tonya or myself if you have any
> questions.
>
>
>
> Janet Culik | Executive Assistant
> District and School Improvement and Accountability
> Office of Superintendent of Public Instruction
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>
>
>
>



32032 Weyerhauser Way S
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mailing address: PO Box 9100
Federal Way WA 98063-9100

www.washingtonea.org

November 17, 2010

Ms. Tonya Middling, Director of Project Management
Washington State Office of Superintendent of Public Instruction
P.O. Box 47200
Olympia, WA 98504-7200

Dear Tonya,

Thank you for providing the Washington Education Association an opportunity to comment on the 2010 Washington State Application for School Improvement Grants. We have two major concerns: one concerns language about local education associations referenced twice in the grant and the other concerns prioritizing the funding of the grants this coming year.

1. WEA believes the process of involving local associations in the SIG grant process for Cohort One was a successful collaborative effort. It began with the requirement that the application include the signature of the local association president, continued with the inclusion of a Memorandum of Understanding included with the application that committed the parties to bargaining progress and ended with a final bargained Memorandum of Understanding on the changes in the collective bargaining agreement. As such we recommend the following specific language changes:
 - A. Page 9, (1), c, i: Engaged relevant stakeholder groups including local teacher and classified education associations regarding the components of the School improvement Grant affecting collective bargaining. Evidence will include a Memorandum of Understanding and timeline for collaborating on matters related to contracts and current collective bargaining practices.

- B. Page 10,g: Provides Memorandum of Understanding of support of the teachers' and classified unions with respect to all the elements in the four intervention models affecting collective bargaining and provides timeline and process for designing and initially implementing an evaluation system which takes into account data on student growth (as defined in the final interim final notice) as a significant factor; the process should include ways in which the district will collaborate with employee associations to develop locally adopted competencies to assess the effectiveness of staff who work within selected interventions.
2. WEA believes that the current process for School Improvement Grants was successful.. All but six schools identified as low performing schools in Cohort One applied for School Improvement Grants. One-third of those schools were funded in the competitive grant process. Two-thirds of them received no additional federal funding to overcome the issues that identified them as low-performing and also sustained the budget cuts made by the 2010 legislature. Therefore WEA is recommending that priority for funding in cohort two be devoted to the unfunded schools identified in cohort one.
 3. We are concerned that the two step approval process for Required Action District plans involving OSPI and the State Board of Education will minimize the amount of time the districts and unions will have to actually bargain the plans. The earlier districts and unions can be notified that they have schools who qualify for RAD or SIG status and the earlier they can be notified they were awarded funding, the more successful they will be in designing a plan that can get approved. We ask that you reconsider the timeline outlined on pages 23-24 and adjust to maximize the time.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary Lindquist". The signature is fluid and cursive, with a long horizontal stroke at the end.

Mary Lindquist

From: ARandall@washingtonea.org
To: [Janet Culik](mailto:Janet.Culik); KDavis@washingtonea.org; WRader-Konofaski@washingtonea.org
Cc: [Tonya Middling](mailto:Tonya.Middling); [Bill Mason](mailto:Bill.Mason)
Subject: WEA Response to OSPI Request for Consultation on SIG Draft Application
Date: Wednesday, November 17, 2010 4:22:25 PM
Attachments: [Letterto OSPI Commenting on SIG Application.docx](#)

Dear Tonya and Bill:

Attached is WEA's response to your request for comment on the state's application for School Improvement Grant.

Thank you for the opportunity to respond.

Ann Randall, WEA
Federal Liason/State Intervention Specialisd

From: Janet Culik [<mailto:Janet.Culik@k12.wa.us>]
Sent: Wed 11/10/2010 4:54 PM
To: Davis, Karen [WA]; WendyRader-Konofalski (WRader-Konofaski@washingtonea.org); Randall, Ann [WA]
Cc: Tonya Middling; Bill Mason
Subject: Request for Consultation - Draft OSPI SEA SIG Application

Karen, Wendy and Ann:

Attached please find a message from Tonya Middling, Director of Project Management at OSPI's District and School Improvement and Accountability division. DSIA has just completed its first draft of its SEA application for the School Improvement Grant, and would like for you to review its work. Further information and timelines can be found in the Consultation Request document.

I've also attached the draft SEA application, in PDF format.

We sincerely appreciate your time and prompt response; OSPI is on a tight deadline to submit its application to the Department of Education December 3.

Please do not hesitate to contact either Tonya or myself if you have any questions.

Janet Culik | Executive Assistant

District and School Improvement and Accountability

Office of Superintendent of Public Instruction

WIIN Center | 6501 N 23rd Street, Tacoma, WA 98406

((253) 571-3573 | 7 (253) 571-3537 |* janet.culik@k12.wa.us <<mailto:janet.culik@k12.wa.us>>

Attachment 7:

School and Classroom Practices Study



School and Classroom Practices Study

[School]

[District]

[Date]



School and Classroom Practices Study

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

The BERC Group, under contract, for
District and School Improvement and Accountability
Office of Superintendent of Public Instruction

District and School Improvement and Accountability
WIIN Center
6501 North 23rd Street
Tacoma, WA 98406
(253) 571-3540
wiin@k12.wa.us

Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

[School]
School and Classroom Practices Study

Introduction

The purpose of this report is to assist [District] in identifying federal intervention model appropriate for [School] and to inform the district School Improvement Grant application. Information about district level practices and policies will be reviewed to identify potential barriers in district policy and practices that may impede the district’s ability to implement an intervention. The report also includes information from a classroom observation study focusing on instructional practices within the school and a study of the alignment of school structures and practices with OSPI’s *Nine Characteristics of High Performing Schools*. This report is intended to be formative in nature to assist in the ongoing implementation of improvement goals and action plans at the school and district levels.

Evaluators obtained information during a site visit on [Date]. Fifty-seven people, including district and building administrators, union leaders, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 30 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed information gathered through the Washington Improvement and Implementation Network. The additional information includes school and district improvement plans, collective bargaining agreements, salary allocation model, student achievement data, and additional school documents.

The following section includes an overview of the district findings. This is followed by a detailed review of the schools alignment to the *Nine Characteristics of High Performing Schools*. The report concludes with a summary, recommendations, and an appendix that supports the recommendation rationale.

District Level Findings

Introduction

The purpose of this report it to assist district administrators in identifying the most suitable school improvement model: Closure, Restart, Turnaround, and Transformation. The tables in the Appendix of this report address the turnaround model and the transformation model. Due to continuing contract statutes within Washington State and the resulting limitation on terminating tenured teachers, evaluation of the turnaround model can only occur if the district has:

- (1) An extremely flexible reassignment/transfer process within its collective bargaining agreement,
- (2) School staff in other schools who possess the necessary competencies for a turnaround model, and
- (3) A sufficient threshold of schools and staff to allow for effective use of the reassignment/transfer process from and to the school under review.

For the human resource management aspects of the turnaround and transformation model it is important that the entire district program be considered, in that the district remains a single workforce and the leadership and staff will continue to shift over time through normal and uncontrolled movement and attrition. Addressing the same human resource management aspects across the district will provide for the immediate needs of the school(s) under review as well as a sustainable system over time and lessen the likelihood of other schools falling into the low-achieving category.

The restart model and the school closure model are not addressed, in that the factors considered for turnaround and transformation are not relevant to either model. Should the school make a grant application decision to implement either a restart model or school closure model, the school would be required to declare the administrator(s) and staff as excess and implement the reduction-in-force provisions of the existing collective bargaining agreement. All districts have reduction-in-force procedures in existence to determine the placement and/or termination of staff. It is noted, if school closure is not an option due to the absence of other schools within the district for the students to attend. The “restart” model is a limited option in that specific legislative authority would be required to create a charter school. Districts, however, may consider the Education Management Organization (“EMO”) model. The practicality of an EMO, particularly in middle school, is limited due to the need to align teaching and learning across K-12.

District Overview

[District] employs approximately [number] teachers serving one (1) high school, one (1) middle school, three (3) elementary schools, and one (1) alternative school. The school under review employs [number] teachers serving around [number] students. Approximately 63% of the district’s teachers possess a master’s degree and approximately one-third have 15 or more years of service. By comparison, 80% of the middle school teachers possess graduate degrees and one-third have 15 or more years of service. Middle school teachers are primarily K-8 certified. The district would benefit significantly from a greater number of secondary, content area certified teachers; however, this will require a new recruitment strategy that can effectively draw teachers in from outside the area. The district has made use of the State alternative pathways to bring special education paraeducators into the professional teaching workforce.

[District] enjoys strong leadership and has a high level of focus on addressing student achievement issues. The district has undertaken several grant initiatives to improve student achievement and graduation including 21st Century Grant and Gear Up. Summer school was introduced in prior years to create and extended year program. There is a general awareness students are successful at the elementary level, but their success declines in the middle school. The union represents a strong belief that the underlying shortcomings at middle school are parent engagement and student/parent accountability. Concurrently, the district leaders represent a belief that teachers need to build stronger relationships with students.

[District] experiences an 8% to 10% turnover rate; lower than the public education norm with approximately 10-15 new hires per year. District leadership anticipates that approximately half

of the assigned teachers in the school under review would welcome and support a new instructional model.

[School] receives students from all of the district's elementary schools. Consequently, there is no significant difference in student demographics including at-risk characteristics.

The school has undergone four (4) changes in the school principal over the past five years with varying impacts on leadership. The current principal enjoys a stronger relationship than predecessors. The district supports leadership training through the University of San Diego model. Principals are limited in their ability to deal with performance management problems; however, the district is committed to increased training and accountability in performance management. A new evaluation tool was introduced in the last bargaining session. The new model groups teachers as "Strong," "Medium," and "Lowest," thus allowing the principal to focus greater attention on the teachers with greatest need. Under the superintendent's direction, a high priority and expectation is placed on the principal being in the classroom and being aggressive in observation and evaluation.

The district acknowledges that professional development is limited and not as well aligned as it could be. College/university options for professional development are limited. The primary source of college level education for [Community] is [Local College] and [Closest University]. The professional development focus has been on mathematics with a Connected Mathematics Program at the middle school and the recent introduction of a new 7th Grade language arts program supported by a literacy specialist. Literacy and math coaches/consultants work with teachers on lesson plans as well as content instruction. Classroom management is a recognized professional development need. The district has identified a need to enhance math at the elementary level.

The district has a half-day student release every Friday to allow for teacher collaboration and professional learning communities (PLC). This replaced an earlier model of "banking" time. There is reservation as to whether or not the teachers have the training and are effectively utilizing PLC time. The union expressed some disagreement with the early release program; indicating it would prefer to be delivering classroom instruction. The district has developed its own Tuition Assistance Program for new teachers and provides mentors for one, two, and three years, as well as support for professional certification.

Union leadership is critical of central office and board policies and procedures, and union leaders would like to see greater emphasis on a credit program at the middle school and on stronger attendance requirements. The union would also like to see a stronger and more lasting focus on a given set of initiatives as opposed to what the union sees as seizing every grant opportunity that is available. The union prefers that professional development and work with consultants occur outside the instruction day and be compensated as extra time. The union is "open" to extended learning time, but would rather it be optional for each teacher (although that may not be reasonable or viable depending on the model chosen). Union leadership recommendations include an alternative middle school; returning curriculum/instructional coaches to the classroom (which may not be acceptable to all); a stronger discipline/expulsion program (recognizing that suspension and expulsion doesn't improve learning); more para-professionals to support teachers in the classroom; and updated curriculum in such areas as social studies. The union does support extended year (i.e., summer school) and extended day providing there is reasonable compensation.

Gaining union appreciation and acceptance of the need for change and the specific change to be undertaken will be a challenge. However, the union leadership does express a willingness to work with the administration in mutually shaping such opportunities, and there is general belief that the teachers at large would be supportive.

The district has bargaining agreements with principals, teachers, and classified staff. The district recruits for administrative positions as they occur using a combination of in-district and external recruitment. Recruitment for teachers focuses on those who may already have an interest in [District] (i.e., WA teach, student teachers, etc.). The general belief is that the district is most successful recruiting in its own "backyard."

The district has effective contract language for involuntary transfer and has not been reluctant to use the transfer provision. The difficulty is the limited size of the district and the resulting inability to affect transfers on a large scale without an impact on all schools. See the Appendix for an overview of the findings.

School and Classroom Level Findings

Using data collected through the School and Classroom Practices Study, team members reached consensus on scoring decisions for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric along a continuum of four levels that describe the degree to which a school is effectively implementing the Indicator. The four levels are:

- 4 – Leads to continuous improvement and institutionalization (meets criteria in column 3 on this indicator plus additional elements)
- 3 – Leads to effective implementation
- 2 – Initial, beginning, developing
- 1 – Minimal, absent, or ineffective

Indicators with a score of a 3 or above represent strengths in the school, whereas Indicators with a score of 2 or below warrant attention. Recommendations in this report do not address each Indicator, but instead focus on a few priority areas. School and district staff members should review this report and accompanying recommendations with the realization they are based on a snapshot in time, and some school improvement efforts may already be underway but were just not evident. The school plan should be developed or revised to select, to implement, and to monitor the recommendations deemed most appropriate and critical to improving student achievement.

Table 1 includes rubric scores for all the Indicators.

Table 1
Indicator Scores for the Nine Characteristics of High Performing Schools

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	2
High Standards and Expectations for All Students	
Academic Focus	1
Rigorous Teaching and Learning	2
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	2
Distributed Leadership	2
High Levels of Collaboration and Communication	
Collaboration	3
Communication	2
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	3
Instruction	2
Assessment	2
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	2
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	2
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	2
Personalized Learning for All Students	3
High Levels of Family and Community Involvement	
Family Communication	2
Family and Community Partnerships	2

Clear and Shared Focus

Everyone knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	2

Core Purpose – Student Learning. As of winter 2010, staff members at [School] have made some initial efforts to develop a clear and shared focus for their school. The vision statement at [School] is the same statement the district uses. With the previous administration, staff members made an attempt to collaboratively revise the mission statement; however, it was never completed. Most staff members are able to articulate components of the mission statement. The statement, *“to be one with a community that encourages students to be S.H.A.R.P. (Studious, Honest, Attentive, Respectful, and Prepared) by providing an educational experience that equips and empowers them to be positively contributing citizens of the world,”* is reinforced in the students’ 2009-10 Planners, on posters in the school, and on the school website. Administrators shared, the mission statement at this time does not guide school decisions and needs to be revisited.

School Improvement Planning goals and objectives for [School] focus on four main areas: Reading, Math, Collaboration, and Supportive Learning. Four committees provide leadership and support for these focus areas. Staff members believe they have a data-driven school improvement plan in using the Educator’s Assessment Data Management System (EADMS). This web-based assessment system provides administrators, staff members, and parents with information they can use to detect low-performing students early on. Administrators and staff members also review trends in the Washington Assessment of Student Learning (WASL) data for all students, rather than disaggregating by gender or ethnicity. According to the Washington State Report Card, out of [number] students, only [percentage] of the students are white, and the majority of the student population is Hispanic.

High Standards and Expectations for All Students

Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. All students are offered an ambitious and rigorous course of study.

Indicators	Rubric Score
High Standards and Expectations for All Students	
Academic Focus	1
Rigorous Teaching and Learning	2

Academic focus. Expectations and beliefs about students' abilities vary across the school. As one participant shared, "Some have huge expectations and some don't." Participants discussed concerns with students' motivation to learn and how teachers' attitudes and practices are affected by it. One interviewee stated, "Motivation for students and teachers is the biggest problem here. A vast amount of students don't value education, which makes teachers not teach to high standards." Several staff members shared there is no student accountability, and students do not need to pass classes in order to be promoted to high school. One participant shared, "Students are at such a deficit, it is like asking high school students to do college work." Another participant stated there are low expectations in the school, but felt attitudes are improving. Despite the belief system, staff members report that they support student achievement by posting learning targets and developing lesson plans that align with the standards in their classrooms.

Rigorous teaching and learning. During classroom observations, observers noted inconsistencies across classrooms. According to the STAR Classroom Observation Protocol™ report, [School's] scores on the five essential components (3's and 4's combined) were: *Skills* (80%), *Knowledge* (50%), *Thinking* (43%), *Application* (20%), and *Relationships* (80%). Thus, while *Skills* and *Relationships* are strengths for [School], *Knowledge*, *Thinking*, and *Application* are areas that need attention.

According to administrators, staff members, and students, rigorous teaching and learning "varies from teacher to teacher." Researchers found agreement in the statement. Teacher-centered instruction was observed in many classrooms, although some classes had more rigorous teaching involving authentic pedagogy. Students discussed the teaching and learning that goes on in the classroom. A student stated, "Some teachers teach stuff with a game that helps you learn more." Another student shared all her teachers use hands-on activities and group work to enhance learning. Parents and students shared that homework was not given often and only in certain classes. Additionally, parents felt that when their children are sick, missed work is difficult to attain from teachers.

Staff members shared, EADMS provides a way to check for rigor by examining data to help set expectations and target instruction. By determining the strengths and weakness of students, instruction can be modified to meet the needs of students. However, although training has been available for everyone in using the system, it is new, and staff members are in the initial stages of its use.

Effective School Leadership

Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles. Teachers and other staff, including those in the district office, often have a leadership role.

Indicators	Rubric Score
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	2
Distributed Leadership	2

Attributes of effective school leaders. At [School], the current principal has been in his position for two years, and staff members reported feeling hopeful of their chances to improve their school under his leadership. Administrators “co-principal the school,” dividing particular departments between them. While the vice-principal is responsible for the Language Arts department, the principal attends to the Math and Science departments. Administrators alternate days to attend to discipline issues. The administrators are minimally involved in monitoring programs and instruction. Although teachers develop lesson plans, there is no accountability for following the curriculum or implementing effective instructional strategies. For instance, teachers shared, plans are initialed but they “could use the same plans and no one would know.”

Administrators shared they help guide the consultants and coaches who work with the [School] staff members and stay in constant communication with them. If the need for hiring arises, administrators stated that they use a committee to hire and would like to be able to hire the best teacher available who is qualified in the area to be taught, bilingual if possible, and invested. Administrators do monitor the EADMS in order to monitor teacher and parent use.

There is interest among staff members in using research-based practices to develop and monitor teaching and learning for the purpose of program improvement. For instance, peer observations are beginning to be used to improve instructional practices. Additionally, walkthroughs are conducted. However, monitoring these strategies for improvement is not fully implemented. Several staff members shared they want to be held accountable as teachers, but are not held to high performance expectations for themselves or their students.

Capacity building. Administrators conduct formal and informal observations; however, this does not occur regularly or on a consistent basis. Administrators conduct walkthroughs are, but not as frequently as they would like. Staff members felt instruction has improved as teachers begin to take responsibility for posting learning targets and ensuring students know what they are learning. Administrators reported there is feedback given through notes, postcards, e-mails and/or in person on how staff members are doing in their endeavors to teach and how they interact with the students. However, staff members shared that minimal feedback is given to their instructional practices. Additionally, according to teachers, administrators do not consistently answer questions that are posed using the PLC template. Currently, peer observations are being conducted in the Language Arts department. Other staff members expressed an interest in engaging in peer visits. Consultants and coaches work with staff members to model teaching and support teachers in their instructional practices, such as how to plan lessons based on data and how to engage students more fully.

Distributed leadership. Various individuals are part of a distributed leadership team. The site-council consists of representatives from departments, specialists, the administrator, a classified staff member, an office person, and a parent. Currently, students are not part of the site council. Staff members felt “most decisions are made with staff input,” and the site council is responsible for decisions that encompass standards of behavior, academics (instructional decisions), building concerns, and school improvement planning. Participants commented, the site council meets every other week and is open to anyone to come and share their ideas. Parents reported decisions made at the school do not involve them, and there is no mechanism in place if there is a problem or concern. They thought they should be able to go to their representative to have their voices heard.

High Levels of Collaboration and Communication

There is strong teamwork across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community to identify problems and work on solutions.

Indicators	Rubric Score
High Levels of Collaboration and Communication	
Collaboration	3
Communication	2

Collaboration. Teachers have individual planning to manage and structure classroom logistics and events. There is an adequate structure in place for common grade-level planning time as students are released early every other Friday. Staff members shared that the first hour is used for building instructional practices and the second hour for small group PLCs. This practice also provides an opportunity for teachers to review data, to discuss strategies and classroom management, to share ideas and curriculum, and to work on interventions. Although these meetings occur frequently, cross grade-level meetings occur inconsistently. Staff members make efforts to collaborate during the site council meetings in order to attend to school-wide issues and school improvement planning. Students participate in ASB leadership and are asked to vote for activities and events pertaining to the school.

Communication. [School] uses a variety of methods to communicate with the school community, including e-mails, teacher websites, an automated phone system, newsletters, and phone calls. However, parents felt the school does not communicate with them effectively and does not use the methods consistently. One parent shared, "Last night they had gang awareness in the gym and apparently it went out in the newspapers but we don't purchase newspapers. I guess there's an automated system from the school that calls up parents. I've never gotten one from the automated system... So what are they trying to do, just say okay we've done it, be happy with it even if you get five individuals to show up?"

Other parents agreed with this statement. Parents reported that they did not feel administrators and staff members respond in a timely manner to parents' questions and concerns. They also believed that teachers do not update Skyward appropriately. Subsequent to the site-council meetings, information is disseminated to other staff members via e-mails and minutes from each meeting. However, several parents were not aware parents were part of the site-council and did not know who the representative was that they could give information to in order to have their voices heard. Several staff members felt that there is a need for a better internal communication system. Participants noted that a more systemic communication process that includes information being shared with all stakeholders is desirable.

Curriculum, Instruction, and Assessments Aligned with State Standards

The planned and actual curriculums are aligned with the Essential Academic Learning Requirements and Grade level Expectations. Research-based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

Indicators	Rubric Score
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	3
Instruction	2
Assessment	2

Curriculum. [School] uses Essential Academic Learning Requirements (EALRs), and Grade Level Expectations (GLEs) to guide student learning. Curriculum materials are provided by the district, and the staff has made efforts to ensure curriculum is aligned with the state standards. Staff members commented, consultants/coaches for math and language arts have helped in the efforts to align instruction with the content and achievement standards. The school demonstrates commitment to literacy through Holt and the Accelerated Reading Program. There is also a focus on math using materials from Connected Math Project. Conversely, teachers discussed using supplemental materials to help students understand the concepts. One important component of alignment is that staff members post learning targets in the classroom and create lesson plans that are aligned with the standards.

Instruction. Staff members reported changes in the last two years support instructional improvements. Steps are taken to ensure that instructional improvement is a focus in classrooms, and the staff engages in improvement activities that align with standards. However, Powerful Teaching and Learning is not evident to a high degree. According to the STAR Report, only 47% of the classrooms are aligned with Powerful Teaching and Learning, highlighting limited evidence that the principles of effective learning are incorporated into the classroom (see Supplemental Classroom Observation Report). Several students reported their teachers engage them in learning through hands-on and group activities, whereas older students felt teachers asked them to learn and work more on their own. A district math and reading coach works with the consultants to provide instructional support for teachers. As noted earlier, peer visits are utilized, but not on a regular basis or across different content areas.

Assessment. Data taken from such assessment tools such as the Star test (AR program test), common assessments, Washington Language Proficiency Test (WLPT), Group Reading Assessment and Diagnostic Evaluation (GRADE), Cognitive Tutor, IPET and Washington Assessment of Student Learning (WASL) are used to inform instructional and school practices. Staff members reported that assessment data are used to provide meaningful information about student achievement and to identify student needs. Staff members use data to accommodate low performing students and to develop intervention strategies; however, teachers and parents questioned implementation and follow through. One participant shared, "We are in baby steps in using assessment."

Frequent Monitoring of Learning and Teaching

A steady cycle of different assessments identify students who need help. More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

Indicators	Rubric Score
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	2

Supporting students in need. At [School], staff members participate in the EADMS data program in which they examine data to identify strengths and weaknesses of students. This practice allows data to be effectively collected and interpreted in order to assess the needs of low-performing students. An F-list is given to administrators to determine whether students are being served. Data gathered from various assessments are used to provide interventions according to students' abilities. However, staff members acknowledge they are at the beginning stages.

At present, however, many believe students are not getting the help they need. Parents believe neither administration nor staff members are available to help when their children are having problems. One parent commented, "Sometimes I call and call and don't get a message back." Another participant shared, "I feel like I'm losing him academically, I want him to graduate." Parents reported they want to know immediately if their child is struggling rather than waiting for conference time to find out.

Student Learning Plans are created at conferences for all students. Students and parents set goals to attain, such as participation in class as an active learner and/or using Cornell notes as effective note taking tools. However, staff member shared there is no follow up to this practice. One participant shared, "It's never looked at again, it's on file."

Tutoring occurs through various sources. All teachers are available before and after school to help students who are struggling or need extra help. However, students shared, "Sometimes they are in meetings, and we have to wait outside until they're done." There is also a peer-tutoring program.

[School] engages in a dual language program designed to provide high-quality instruction for Spanish-speaking students and simultaneously to provide instruction in a second language for English speaking students. Staff members shared that they would like to see research on the effectiveness of dual language programs. Additionally, teachers reported there is no data on this program, and they would like to see data to demonstrate the effectiveness of the program. Several parents are dissatisfied with the quality of the dual-language program and have tried or have succeeded in removing their children from the program.

Three classes of Advancement Via Individual Determination program (AVID) (one class at seventh grade and two classes at eighth grade) are available for students at [School]. These classes are aimed at raising the success for middle performing students. Staff members also shared high-achieving students participate in AVID. However, teachers commented there are not enough resources available to run the program effectively. For instance, staff members believe additional tutors are needed to help with this program. Staff members also believe the program is not fully understood. A few advanced classes are available for higher-achieving

students, including honors language arts and algebra. Teachers also believe the dual language program is challenging for students.

Focused Professional Development

A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focused extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

Indicators	Rubric Score
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	2

Planning and implementation. An informal and formal process is used to assess the professional growth needs of staff members. Goals are being established and worked on; however, as one staff member shared, there is a, “lack of follow-through and accountability.” [School] training is similar to that of schools elsewhere in the district. All training opportunities discussed by staff members were conducted by the district, used a teacher-leader model of teachers transmitting information they learned at district trainings, and/or provided by coaches/consultants and teachers sharing knowledge or expertise with other teachers. For instance, one staff member has taught others how to use the EADMS program. Additionally, consultants and coaches work with staff to implement professional development.

Curriculum, instruction, and assessment. [School’s] staff members appear to have a variety of professional development support in the areas of curriculum, instruction, and assessment, and they thought the quality of the training has been “extremely high.” Instructional consultants and coaches for literacy and math are available to support staff. Professional development focuses on increasing staff members’ knowledge of state standards. For instance, staff members are trained in the use and application of the EALRs and GLEs. Teachers have begun posting learning targets in their classrooms and aligning lesson plans to the standards. Teachers shared, it has caused them to be more purposeful in what they teach.

Currently, there has been limited professional training in the area of cultural competency. One staff member shared several years ago he/she received Ruby Paine’s workshop on poverty. Other staff members shared they completed training on Guided Language Acquisition Design (GLAD) strategies; however, staff members do not believe they have the resources to implement it effectively. Administrators, staff members, and parents reported more training and knowledge is needed in working with culturally diverse parents and students.

Supportive Learning Environment

The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

Indicators	Rubric Score
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	2
Personalized Learning for All Students	3

Safe and orderly environment. The physical facility of [School] is conducive for student learning. Currently, a behavior program, *Time to Teach*, has been implemented this year as a school-wide behavior program, but discipline methods vary across classrooms. Consistently, staff members voiced their concern with the fidelity of using this program. One participant shared, "If you don't follow it, it falls apart." Another staff member commented, "Teachers overuse the discipline program and don't follow the steps." Some teachers felt students learn the program and take advantage of it. One participant shared, "Everything is refocused and kids take advantage of it." Recently, concerns about gang involvement have spurred a meeting for gang awareness. According to the school improvement goals, staff members will investigate using a revised dress code or adopt a student uniform policy. An alcohol and drug awareness meeting is also planned in the upcoming future. A Peer Counseling Program has been established as a support for a safe school environment.

Building relationships. Most staff members have good relationships with their students. Administrators and staff members shared that eating lunch with students is a great time to bond with students. One participant commented, "The kids love him [the principal]. At lunch three or four kids talk to him at a time, and it is endless." There is an annual student's vs. teacher's basketball game. Most staff members believe that they are approachable. However, some students thought that in the classroom, a few teachers are unapproachable, and some suggested they feel unsupported in their learning. One student shared, students do not raise their hands when they are having problems, since their questions will not be answered. According to the STAR report, the essential component of *Relationships* score was 80%, which highlights a positive climate in the classrooms.

Personalized learning for all students. Students at [School] are supported in their personalized learning. Interventions include frequent assessments and monitoring using the EADMS system to help meet the needs of students. Students are able to take responsibility for their own learning by utilizing student-led conferences. Student successes and recognition of quality work are displayed throughout the school and in the classrooms. Students, staff, and parents reported that student recognition is completed on a regular basis both informally within the classroom and formally through structured activities such as assemblies, attendance awards, and academic awards. For instance, a student of the month is chosen and recognized. There is also a PEP club, 21st Century P.A.S.S after-school program, Boys/Girls180 Club, and

various enrichment classes are offered. SHARP tickets are distributed with rewards such as being able to go to the front of the line.

A high school counselor team attends [School] in the spring to provide transition activities for 8th grade students who will be attending high school. To increase the personalization of learning of students and their individual success, [School] has implemented an advisory structured around Navigation 101 (PUP Connection) once a week. Several teachers spoke of teaching students study and organizational skills to support academic development and provide help for them to chart their high-school paths.

High Level of Family and Community Involvement

There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Indicators	Rubric Score
High Levels of Family and Community Involvement	
Family Communication	2
Family and Community Partnerships	2

Family communication. Staff members at [School] understand the importance of communicating effectively with parents. Staff members said they communicate with families via report cards, telephone calls, e-mails, a monthly newsletter, student-led conferences, teacher websites, open house, and an automated phone system. However, parents shared that they felt ill-informed and were not satisfied with the efforts made by the school to communicate with them. Additionally, parents reported they do not feel kept up-to-date about activities and events going on in the school. A home liaison works with Latino families, and a number of documents are available in Spanish. There is a belief among parents that Latino families' lack of English skills leaves them open to manipulation. For instance, one participant commented, "Parents are passive and don't know how to advocate for their children. They are not aware of their rights." Parents reported that they do not feel they have much input in decisions made at [School]. Some parents shared, "There is no communication system in place for voices to be heard."

Family and community partnerships. Family and community are involved in the school in various ways; however, [School] is still in the early stages of building family partnerships, of involving families in school functioning, and of building partnerships with the community. Currently, a PTA has not been established. Several companies (i.e. Wal-Mart) donate monies to help support students in need. Parks and Recreation provides activities and events for students on Frenzy Friday, including playing games and using the computer lab. The gym, cafeteria, and library are regularly used for community events. At times, parent nights are held. Overall, staff members are committed to expanding opportunities for parental and community partnerships.

Summary and Recommendations

The results of this study indicate a *transformation model* is the most supported model given the district and school assessment. The District is supportive of a transformation model and possesses the necessary pre-requisites to successfully implement a transformation model. Labor relations will be the greatest challenge and will require significant attention and focus.

[School] staff members have experienced several changes of leadership. However, they are hopeful the current principal can guide the school forward. There is evidence of attention to each of the *Nine Characteristics of High Performing Schools*. While most of these characteristics are currently in the “Initial, beginning, developing” stage, the staff is clearly aware of the difficulties and is laying a foundation for growth in many of these areas, and many of the intervention strategies included within the transformation model have already begun to be implemented. [School] has provided its staff with ongoing, job-embedded professional development through the use of consultants and coaches. An instructional program has been implemented to improve learning by posting learning targets and developing lesson plans. Additionally, the workday has been extended by arriving early and leaving late in order to increase learning time and provide help for low-performing students. [School] personnel are willing to work hard to improve effectiveness in their profession through the implementation of a comprehensive approach and desire to be held accountable for student learning by a rigorous evaluation system.

The results of this study suggest there are a few areas that would benefit from additional attention. The recommendations represent the most critical areas to move forward in with a school improvement grant:

- **Conduct an action planning process to identify a mission and vision statement, specific goals, and strategies for school improvement.** The creation of a clear and shared mission and vision is critical in the goals of the school and the strategies for improvement. This vision should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation.
- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices** These efforts are in the beginning stages through the development of lessons that align to learning targets posted in the classrooms. We recommend that staff members continue to focus on instruction in a manner that draws from research-based approaches and strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them after implementation.
- **Provide training for classroom walk-through processed and data collection.** Administrators currently conduct classroom walk-throughs, but this practice is inconsistent. Administrators should have time and training to conduct walk-throughs and to share the information with the staff in reflective meetings.
- **Use of student data to inform and differentiate instruction to meet academic needs of individual students.** Staff members are in the initial stages of using data

through the EADMS system to help set expectations and to differentiate instruction. However, staff members need more training and support use the system fully.

- **Establish a school-wide Response to Intervention and Positive Behavior Intervention system.** Staff members need additional support in using data to identify interventions for students. Although staff members have implemented a behavior program, they have not implemented it with fidelity.
- **Establish schedules and strategies that provide increased learning time in all subjects for a well rounded education as well as enrichment and service learning, by creating a longer day, week, or year to increase total number of school hours.** School personnel should identify ways to extend the learning program beyond before and after school tutoring programs, which only reach students who take advantage of that support.

Appendix

Scoring of the conditions under each model as **“In Place”** or **“Able to Put in Place”** is based on:

- (1) The condition for the model does not currently exist and essential pieces for implementing the condition do not exist (e.g., policies, procedures, collective bargaining language, and programs or processes are not in place). This scoring level does not mean that the condition cannot be implemented; but rather that implementation will be more demanding, require more extensive engagement of all parties, and require greater external support and assistance.
- (2) Essential pieces to implement the condition exist (e.g., no significant barriers are contained in the current collective bargaining agreement, existing programs lend themselves to adaption). The condition can be implemented at an acceptable level with some support and assistance.
- (3) The condition is currently in place at an acceptable level.
- (4) The condition is currently in place at a high level and could be considered as an exemplar.

Note: Rows shaded in blue are conditions that are primarily dependent upon the input of the school and district as opposed to the external assessment.

"X" Required "O" Permissible

Actions				
Teachers and Leaders	Turn Around	Transform	In Place or Able to Put in Place	Comment
Replace the principal.	X	X(O)	3	The school under review has a new principal who has made substantial progress building strong relationships.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	X		3	The district has effective language allowing for recognition of student and school needs in making assignment decisions. Recruitment is driven by quality indicators but not intricately tied to a competency model.
Screen all existing staff, rehiring no more than 50% of the school staff.	X	O	3	No legal or CBA basis exist to support a "rehiring" model or to force removal of 50% or more of the staff. For a transformation model, the district does have highly qualified teachers who could be "swapped" with incumbent staff. The certificated CBA has substantial authority to direct reassignments.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	X	X	3	The district tends to be limited to the immediate area in most recruiting. New approaches would be needed to successfully extend recruitment outside the geographic area. The district is open and receptive to such strategies.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	X	X	3	The district has recently introduced a new evaluation model. While the model is centered on the existing state criteria, it has more expansive critical elements within the criteria. The model would lend itself to refinement to new competencies. Teachers do have limited initiative in the evaluation process, but not to the point of formal self-reflection against a competency model.

Teachers and Leaders -continued-	Turn Around	Trans- form	In Place or Able to Put in Place	Comment
Identify and reward school leaders who have increased student achievement and graduation rates Identify and reward school leaders who have increased student achievement and graduation rates; Identify and remove school leaders and teachers who, after ample opportunities to improve professional practice have not done so.	0	X	3	There are no inhibitors in the CBA to effective accountability. The district can develop a reward system for administrators but would have to work with the administrator association to do so. Success in addressing performance issues will require administrator training. Administrators have to address a “full plate” to allow time for performance accountability. Administrators must work past “relationship” issues. Administrators receive support in managing performance issues. However, additional training to allow greater initiative and comfort in addressing performance management would improve accountability.
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school).	0	0		To be determined by district.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher’s seniority.	0	0	4	The District has a flexible CBA provision that allows for balanced consideration of in-district service, credentials, training, special qualifications, current assignments, evaluations, references, interviews, and performance assessment.

Instructional and Support Strategies	Turn Around	Trans-form	In Place or Able to Put in Place	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	X	X	3	Curriculum materials are provided by the district, and the staff has made efforts to ensure curriculum is aligned with the state standards. Staff members use consultants/coaches for math and language arts have helped in the efforts to align instruction with the content and achievement standards.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	X	X	2	Professional development is heavily targeted to math and literacy and tied to coaches and external resources. A systemic method of analyzing and planning for professional development across all teacher competencies would enhance professional development especially in the areas of personal and professional growth. Additional funding would be required to support delivery of an expanded professional development program. There are no barriers to professional development outside the normal work day, work year providing a compensation arrangement is agreed to with the association. Language is needed to assure that it can be directed especially in the implementation of a new instructional model.
Ensure continuous use of data (e.g., formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	X	X	2	Staff members use EADMS to check for rigor by examining data to help set expectations, to target instruction, and to meet the needs of students. The system is new, and staff members are in the initial stages of its use.
Institute a system for measuring changes in instructional practices resulting from professional development.	0	0	3	Significant emphasis is placed on principal visits and observations in the classroom and verification that changes in instructional practice are taking place.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on	0	0	2	The district does not have clear language in the CBA regarding adherence to district approved curriculum. This should be a priority for subsequent contract negotiations.

student achievement, and modified if ineffective.				
Instructional and Support Strategies – continued-	Turn Around	Transform	In Place or Able to Put In Place	Comment
Implement a school-wide response to intervention model.	0	0	2	Staff members are in the beginning stages of using the EADMS data program in which they examine data to identify strengths and weaknesses of students and gathering data from various assessments to provide interventions according to students' abilities.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	0	0	3	Staff members currently offer a dual language program for ELL students and a traditional special education program. Staff members would like more data on the effectiveness of their dual language program.
Use and integrate technology-based supports and interventions as part of the instructional program.	0	0		To be determined by the district.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	0	0	2	Several staff members shared there is no student accountability, and students do not need to pass classes in order to be promoted to high school.
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	0	0	3	Three classes of AVID (one class at seventh grade and two classes at eighth grade) are available for students at [School]. These classes are aimed at raising the success for middle performing students. High Performing students also take advantage of these programs.
Secondary Schools: Improve student transition from middle to high school.	0	0	3	A high school counselor team attends [School] in the spring to provide transition activities for 8 th grade students who will be attending high school. Teachers also use Navigation 101 to teach students study and organizational skills to support academic development and to help students chart their high-school paths.
Secondary Schools: Establish early warning systems.	0	0	2	Staff members use EADMS, which can be used as an early warning system. The system is new, and staff members are in

				the initial stages of its use.
Learning Time and Support	Turn Around	Trans- form	In Place or Able to Put in Place	Comment
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	X	X	2	Collective bargaining agreements would be required to implement increased learning time proposals and provide for associated professional development and collaboration (e.g., PLC) time to support and enhance the increased learning time. Indications are that the association would be supportive of the change providing teachers have the opportunity to input on the specific plan to be adopted.
Provide appropriate social-emotional and community-oriented services and support for students.	X	O	2	Concerns about gang involvement spurred a meeting for gang awareness. An alcohol and drug awareness meeting is also planned in the upcoming future. A Peer Counseling Program has been established as a support for a safe school environment.
Provide ongoing mechanisms for family and community engagement.	O	X	2	[School] is still in the early stages of building family partnerships, of involving families in school functioning, and of building partnerships with the community. Currently, a PTA has not been established. Several companies (i.e. Wal-Mart) donate monies to help support students in need. Parks and Recreation provides activities and events for students on Frenzy Friday, including playing games and using the computer lab. The gym, cafeteria, and library are regularly used for community events. At times, parent nights are held.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	O	O	3	To increase the personalization of learning of students and their individual success, [School] has implemented an advisory structured around Navigation 101 (PUP Connection) once a week.
Implement approaches to improve school climate and discipline.	O	O	2	Currently, a behavior program, <i>Time to Teach</i> , has been implemented this year as a school-wide behavior program, but discipline methods vary across classrooms.
Expand program to offer pre-kindergarten or full day kindergarten.	O	O		N/A

Governance	Turn Around	Trans- form	In Place or Able to Put In Place	Comment
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	X	O	2	There is a willingness to implement a new governance structure.
Grant sufficient operational flexibility (e.g., staffing, calendar, budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.	X Principal	X School	3	There are existing CBA provisions that establish meaningful, site-based leadership. However, labor relations must improve for mutual benefit to be achieved.
Ensure school receives intensive ongoing support from district, state, or external partners.	O	X	3	The HR director and the superintendent have the skills to, and do, support HR responsibilities of administrators. The depth of the program is limited due to district size which lessens the opportunities to focus on strategic HRM planning and change. Nevertheless, the HR office enjoys credibility with school and district office administrators and is able to influence the HRM process.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	O	O		To be determined by the district.
Implement a per-pupil school based budget formula that is weighted based on student needs.	O	O		To be determined by the district.

School Closure Model	Yes	No	Comment
Other schools exist (with capacity).		X	District does not have another school with capacity to absorb students. Additionally, such consideration would undermine the neighborhood schools framework.



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OSPI School Improvement Grant Opportunities School and Classroom Practices Study

Dear Superintendent,

As you know, The BERC Group will be conducting a School and Classroom Practices Study (SCPS) in your school(s) within the next few weeks. To schedule these visits, please contact Candace Gratama at 206-229-8530 or email at Candace@bercgroup.com. We plan to schedule all the visits in the month of February. It is necessary to schedule these visits early to ensure you have the information in a timely manner for your district application.

These one-day school review visits are designed to accomplish four things: (1) to help inform your district of the most appropriate federal intervention model for Tier I and Tier II schools, (2) to help inform the district application on behalf of the school(s), (3) to identify focus areas for improvement, and (4) to examine how closely your school is aligned with OSPI's research-based Nine Characteristics of High Performing Schools. Having The BERC Group conduct this study does not obligate you to apply for the grant. However, the SCPS is a pre-requisite in the event you do decide to apply for the grant. We are sending you this letter to outline the process for the visit. If you want to participate, we will ask for your assistance in organizing the day.

On the day of our visit, a team of BERC researchers (two to eight people depending on the size of your school) will conduct interviews, focus groups, and classroom observations concurrently throughout the day. Researchers will also collect school documents. Specific details about each of these activities are included below. We will need your help in setting up and scheduling the interviews and focus groups. A sample schedule is also provided at the end of this letter.

District Level Data Collection

Interviews and Focus Groups

Although the report will focus on the school, there is some district level information we will also collect. As such, we will conduct interviews and focus groups with district personnel to review policies, procedures, and contracts that may influence readiness or capacity for implementing the School Improvement Models. For example, we would look at hiring and retention strategies, dismissal policies and procedures, and negotiated

agreements. During this time, we would like to meet with the superintendent, head of human resources, union leadership, and additional support staff as appropriate. We can schedule these at the beginning of the day or the end of the day. Please plan on approximately 3-4 hours. We may need some additional time to collect data and documents. Below is a sample schedule:

District Interviews and Focus Group Sample Schedule	
Time	Participants
8:00 – 9:00	Superintendent
9:00-10:00	Human Resources Personnel
10:00-11:00	Union Leadership
11:00 – 12:00	Additional District Support Staff
12:00 – 12:30	Document Collection

**These meetings can be scheduled in the morning or the afternoon from 1:00 to 5:00.

School Level Data Collection

Interviews and Focus Groups

Throughout the day of our visit at the school, we will conduct formal and informal interviews and focus groups with building administrators, the school leadership team, counselors, teachers, students, parents and community members, and classified staff. We will ask staff members questions about their school practices and policies, which are most pertinent to that specific stakeholder group. To limit the impact on the classroom, we will not be pulling teachers out of their classrooms but instead, suggest that we meet with teachers during prep periods, at lunch, and/or before and after school. *We have attached a sample interview/focus group schedule at the end of this letter. Please adjust the schedule to meet the needs of your staff and school. Send us the finalized schedule prior to our visit, so we can plan our day accordingly.*

Document Collection

To ensure a greater understanding of your school, and to help us organize our time most efficiently and effectively, we will need to collect school documents. *On the day of the visit, please have a copy of your master schedule, bell schedule, school/campus map, school improvement plan, parent/student handbook, and course catalog, ready for us if available. Please feel free to include additional artifacts that will help us learn more about your school such as newsletters, activity schedules, or examples of Student Learning Plans and High School and Beyond Plans.* We may ask for additional documents as they are referenced in the interviews and focus groups.

In addition to the above documents, we will work with your school district to access additional data such as district climate surveys, school effectiveness surveys, and other school level information.

How will the data be reported?

The results of the school practices study will be made available to participants only in descriptive form at the aggregate school level. Triangulating data collected through the School and Classroom Practices Study, team members will reach consensus, assessing the school on a rubric organized around the Nine Characteristics of High Performing Schools. A short narrative will highlight strengths and weaknesses around each rubric rating.

Classroom Level Data Collection

The purpose of the observation study is to determine the nature of the classroom instruction that is taking place throughout the school. Typically, we observe every classroom except for physical education, music, and high impact special education classes. We usually do not observe classes that are testing.

What is involved in the classroom observations?

A BEREC researcher will visit each classroom in your school for 25 to 30 minutes. We want to observe “typical” lessons, so teachers should not do any special preparation for the observations. Because we schedule the observations after we arrive at the school, teachers will not necessarily know what time of the day the observations will occur in any given classroom. *You and your staff are not responsible for scheduling the classroom observations.*

What kind of data will be collected?

Observers will be using the STAR Classroom Observation Protocol that focuses on measuring the extent to which Powerful Teaching and Learning™ is present during the observation period. The protocol will be made available to participants after the visit.

How will the data be reported?

The results of the classroom practices study will be made available to participants only in descriptive form at the aggregate school level. Individual teacher results will **NOT** be shared. If there are questions from teachers about how these findings will be reported and used, please assure them of the following:

No individual classroom observation results will be reported or available to anyone within the school, within the district, or external to the district.

Reporting the Study Results

Within a week of our visit, the school (or district) will receive a SCPS report on the school’s school and classroom practices, detailing our findings and highlighting the school’s capacity to improve in each of the Nine Characteristics of High Performing

Schools. The report will discuss barriers to implementing improvement plans at your school and offer suggestions.

BERC Group researchers will review your school's data with district personnel and assist you in thinking about how you will use this data to move forward with your school improvement grant application. This report will include information about district policies and procedures that may support or hinder schools around the intervention models. Information from the report can be used to inform the district application on behalf of the schools.

Whether or not your school applies for the School Improvement Grant, the information from this study can also be used to move the school forward in school improvement planning. Because information in the report is aligned with district and state goals for improving student achievement and with research on best practices, the school review data for each school can be very useful in setting expectations for what kinds of structures, policies, and practices should be in place in order to improve student achievement for all students. The data shows schools very clearly where they are falling short but, because the process is based on a rubric, school personnel can see that there is a continuum and a path they can follow toward improvement. To use the school review data well, it needs to be incorporated into the school's systems and become part of an accountability structure. School and district personnel will have access to the rubrics and the Facilitator's Handbook, which can be used for ongoing internal self-assessment and reflection.

What happens next?

After the date for the school review visit is confirmed, please work with your school staff to arrange interviews and focus groups with school staff and stakeholders according to the sample schedule attached. It is not necessary for your team to arrange a schedule for the classroom observations. *Please send us a finalized schedule, indentifying the times for the interviews and focus groups. The schedule should be sent to ellie@bercgroup.com and candace@bercgroup.com.*

Thank you for your help in scheduling this study. Please contact me if you have any questions about the project.

Sincerely,

Candace Gratama

Candace A. Gratama, Ed.D.

The BERC Group

206.229.8530



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OSPI School Improvement Grant Opportunities School and Classroom Practices Study

We will need to conduct baseline interviews/focus groups with each of the following school stakeholders:

- Building Administrators
- Leadership Team
- Counselors
- Classified Staff
- Instructional Staff
- Students
- Parents/Community members

Interviews and Focus Group Sample Schedule*	
Time (Please Complete this Section)	Participants
Before School	School Leadership Team (45 Minutes)
Before School	Instructional Staff (45 Minutes)
8:00 – 9:00	Principal and Assistant Principals (1 hour)
9:00 – 9:45	Parents (45 Minutes)
10:00 – 10:45	Counselors (45 minutes)
During Lunch	Student Volunteers, representing grades 4 or above (approximately 6 to 8 students) (45 minutes)
1:00 – 1:45	Classified Staff (45 minutes)
2:00 – 2:45	Instructional Staff (45 minutes)
After School	Instructional Staff (45 minutes)

*If it is easier or more efficient to arrange the day in a different way, please do so. The length of time for each interview/focus group listed here is preferred but can be adjusted.

*It is important that reviewers talk to each of the stakeholder groups. **It is especially important to speak with at least two groups of instructional staff.**

NOTE: Classroom observations will occur concurrently with interviews/focus groups.

HR Component – School Classroom Practices Study

The essential human resource management (HRM) inquiry for determining which intervention model is the most appropriate for a given school/district, and to lay the foundation for improvement strategies, includes the following HRM components.

1. Ability to assign or hire highly qualified and highly effective teachers and administrators.

- Does the District currently have highly qualified and effective teachers and administrators within the District as a whole? If yes,
 - Does the District have the ability under existing policies and collective bargaining agreements to reassign teachers and administrators out of a given school and into another school based on quality and not seniority?
 - Is the District willing and able to bring the union to the table to negotiate such changes as may be necessary to allow the District to reassign teachers and administrators to meet the needs of the lowest achieving school(s).
 - Is the District willing to undertake directed reassignment?
- Does the District have the ability to recruit and retain highly qualified and highly effective teachers and administrators if not otherwise available within the District? If no,
 - Does the District have the ability under existing policies and collective bargaining agreement to redesign its recruitment and retention to attract highly qualified and highly effective teachers?
 - Is the District willing and able to bring the union to the table to negotiate such changes as may be necessary to allow the District to recruit and retain highly qualified and highly effective teachers and administrators?
 - Is the District willing to design and execute a new model of recruitment and retention?

2. Ability to development existing and/or new teachers and administrators.

- Does the District have a competency-based model that reflects teaching and learning practices essential to turning around low-achieving schools?

- If not, is the District willing and able to bring the union to the table to negotiate such changes as may be necessary to introduce a competency-based model that reflects teaching and learning practices essential to turning around low-achieving schools?
- Does the District have an evaluation model that is, or can be, linked to professional development across a full set of competencies?
- Do existing policies and/or collective bargaining agreements provide sufficient flexibility for the District to identify and direct professional development of individual or groups of teachers?
 - Within the work day?
 - Beyond the contracted work year?
 - Beyond the contracted work day?
 - In the practice of teaching and learning as well as curriculum and instruction?

3. Ability to address performance and behavior issues and remove ineffective teachers and administrators.

- Does the District have a history of willingness and ability to hold teachers and administrators accountable for performance and behavior?
- Are there policy or collective bargaining agreement inhibitors to holding teachers and administrators accountable? If so, if the District willing and able to engage the union in bargaining to remove or modify the inhibitors.
- Are administrators adequately prepared, or willing to undergo training, to hold teachers and administrators accountable for performance and behavior?

4. Ability to use data to guide and inform human resource management practices.

- Does the District have information systems (or data) capable of aligning and tracking teachers and students by academic achievement and student behavior characteristics?
- Does the District have information systems (or data) capable to analyzing teacher quality in terms of academic preparation, certification, endorsements, experience, etc.?
- Are there impediments in the collective bargaining agreement to the use of student data in the development, assignment, and evaluation of teachers? If so, is the District willing and able to engage the union in bargaining to remove or modify the impediments?

5. Ability to introduce a new instructional model based on student needs.

- Are teachers and administrators open to and willing to engage and adapt to a new instructional model?
- Are there barriers in policies or the collective bargaining agreement to introducing a new instructional model? If so, is the District willing and able to engage the union in bargaining or modifying the barriers to allow for a new model?
- Is there a site-based leadership practice/model in place that would allow individual schools to significantly deviate from district-wide practices (policy or collective bargaining) to meet the needs of students in the specific school?
- Are administrators and teacher leaders trained and skilled in site-based leadership?
- Is there sufficient stability (e.g., turnover rates) to allow for implementation and institutionalization of a new learning model?

6. Ability of the Human Resource Management Office/Staff to support turnaround.

- Does the “HR Office” has sufficient professional level skills and knowledge to lead and support implementation of:
 - Collective bargaining changes?
 - A new recruitment model?
 - A new evaluation and professional growth model?
 - A new teacher retention model?
- Does the “HR Office” have sufficient resources and credibility to successfully influence and support the administrators’ role in human resource management?

Each of the above abilities will be scored using the 1, 2, 3 or 4 rubric with (1) being a minimal level of ability, (2) being an “emerging” level – they can achieve an acceptable level with commitment and help, (3) being the presence of the essential characteristics to implement the desired change, and (4) being the presence of essential characteristics at a level of readiness that will lead to an high level of ability and results.

**The School
Performance Review
Rubric:
A Facilitator's Guide**

January 2010

For Internal Use Only



School and Classroom Practices Study

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

The BERC Group, under contract, for

District and School Improvement and Accountability

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The School Performance Review Rubric: A Facilitator's Guide

INTRODUCTION

In 2007, the Office of the Superintendent of Public Instruction (OSPI) published the first edition of its School Performance Descriptor Rubric (called the SPR Rubric in this report) as a tool to provide guidance and assistance to School Performance Review Teams. These teams examined schools to provide an external review, identifying how well the school is aligned with OSPI's research-based Nine Characteristics of High Performing Schools (OSPI, 2007), the High Schools We Need: Improving an American Institution (OSPI, 2006), and Washington State's Alternative High School Initiative (The BERC Group, 2008).

The purpose of the performance reviews is to provide school staff members with baseline information that will help them review and modify their school improvement plan. In addition, information from the school reviews can, where applicable, inform decisions about federal intervention models schools are considering. As of January 2010, OSPI requires that any school applying for federal intervention funding must complete a school review as part of the application process.

In what follows, we offer a short description of the development and piloting of the SPR Rubric process and a facilitator's guide to using the rubric and associated materials in a coherent and effective review process. The facilitator's guide is geared primarily toward external reviewers but can easily be used by school personnel. We include a section in the guide detailing how this can be done. We believe schools that undertake this process with fidelity and commitment will be able to target their improvement efforts in increasingly effective ways to enhance student learning for all students.

Summary of Rubric Revision and Pilot Review Process

In 2009, OSPI contracted with The BERC Group to conduct a School and Classroom Practices Study as part of the OSPI Summit District Improvement Initiative. The proposal included a pilot process to assess the usefulness and effectiveness of the SPR Rubric during a one-day visit. From April to June 2009, BERC Group personnel collected data in 37 schools in three districts participating in the Summit District Improvement Initiative (Clover Park, Sunnyside, and Tukwila). Although these three districts were all in improvement, individual schools within the districts represented a range of low, middle, and high-performing schools, offering a mixed sample with which to test the rubric.

After the initial pilot process, both the SPR Rubric and the related interview and focus group protocols were revised during the summer of 2009 (see BERC 2009 for that report) and the revised

rubric and protocols were piloted in a fourth district, Tacoma (57 schools), to determine whether the changes increased the usefulness and effectiveness of the tool. Analysis of the data from the Tacoma visits shows reviewers found the process to be much more efficient and less cumbersome than during the initial pilot phase. In the initial report on the rubric, we found that scoring the rubric took one to five hours per school to complete the individual rubrics and an additional two to five hours per school to complete the group calibration. During the second pilot phase, individual scoring per school took approximately an hour and calibrations less than thirty minutes.

BERC researchers performed analyses of the data from the second pilot phase (see Appendices A and B), including the percent of responses missing for each rubric item and the percent of teams who agreed on a rubric rating. Although the rubric and the protocols had been extensively rewritten for the second pilot phase, the process used to collect data and to score the rubric was the same. Data was collected by research teams consisting of two to seven researchers, based on the size of the school. For each visit, individual researchers were responsible for specific focus groups, interviews, and classroom observations. A single researcher conducted some activities while other activities had multiple researchers present. Thus, each researcher had both shared and individual experiences at the school. Following the site visit, each researcher scored the rubric based on his or her exposure to focus groups, interviews, and classrooms. One hundred and eighty-eight rubrics were completed across the fifty-seven schools visited. This data comes from the rubrics completed by individual raters, before they calibrated their findings and settled on a consensus score.

In Appendix A, we show the percent of responses missing for each item on 188 scored rubrics. We calculated this percent across all raters and separately for the lead rater who participated in most of the focus groups and interviews and observed classes and thus presumably had the most information about the school. As expected, responses missing from the lead rater were less than those of all raters. For fifteen of the nineteen items, there were no missing responses from lead raters. The four items with missing responses from lead raters all related to teaching and instruction, items that lead raters would not have seen if they did not have time to observe any classroom instruction. For all raters, most of the percent missing falls between 5% and 48% percent for the individual rubric items. The items with the highest number of responses missing from all raters were those that would have been covered in interviews and focus groups, rather than classroom observations. Since most of the team members at a particular school conducted classroom observations throughout the day, they would not necessarily have had time to listen to the interviews and thus would not have been able to rate some of the rubric items.

Taken together, these data show us that the revised rubric and protocols allow reviewers to address all areas of the rubric within the one-day time frame with over half of the review team able to score most items.

Because of the number of missing responses and the small size of the sample ($n=57$), it was not possible to statistically analyze inter-rater reliability with any degree of confidence. As an alternative however, researchers performed an analysis to determine the extent to which all research team members gave a school the same rating on a particular rubric item. Appendix B displays the percentage of schools for which all raters were in agreement for a particular item. These percentages were calculated for each item only when at least two raters responded.

Based on the data presented in Appendix B, we found that there was much less variability in individual scoring of the rubric items than in the initial pilot phase. Agreement among teams ranged between 48% and 66%, a much narrower range than the 15% to 100% range in the initial pilot phase. On average, approximately half of the teams scored schools exactly the same on the majority of rubric items. Given that each reviewer saw slightly different aspects of the school and may or may not have heard all of the interviews and focus groups, the variability here is to be expected and does not seem to indicate major difficulties with the rubric or protocols.

A major purpose for the pilot process was to test both the original and revised SPR Rubric and process to see how well both the instrument and the process worked in a one-day site visit configuration. As described throughout this section, BEREC researchers found the revised SPR Rubric and protocols to be much more effective and the results of the process much more reliable than the original design. Based on extensive field-testing of the rubric and conversations about the scoring process, we believe that the revised SPR Rubric and the data collection and reporting process are now ready to move out of the pilot phase and into general use by both external and internal reviewers. The next sections of this report offer a description of the data collection and reporting process that should be followed when using the SPR Rubric and related protocols.

THE SCHOOL PERFORMANCE REVIEW PROCESS

Overview of the Process

The School Performance Review process has three components: a one-day school site visit and intensive data collection, a process of scoring the school on the SPR Rubric and writing the report, and a presentation of data back to a school in a reflective meeting format.

During the school site visit, teams of two to seven researchers visit a school and conduct interviews, focus groups and classroom observations concurrently. Researchers use protocols for focus groups with students, teachers, and parents and for interviews with administrators. Interviews and focus groups are documented on the spot. In addition, every class in the school, with the exception of physical education and high impact special education classes, is observed for 30 minutes using the STAR Classroom Observation Protocol. Documents such as the school improvement plan, school profile data, school handbook, and results from district surveys are also collected.

After every school visit, each member of the site-visit team scores the school based on the SPR Rubric -External Review (Attachment A). Once the individual rubrics are completed, the research team for each school calibrates their rubric scores and comes to agreement on a final consensus score for each rubric item. Since each member of the team may have been in different classrooms and some may only have conducted interviews and focus groups and not been in classrooms, final score discussions create an opportunity to compile and discuss all of the data collected at a particular school. Each school is assigned a lead researcher who compiles the SPR Rubric scores and the STAR Classroom Observation Protocol observations and, with team input, writes a report on the findings. These reports highlight school strengths and weaknesses within each of the Nine Characteristics of High Performing Schools and discuss practices and policies at the school level that may present barriers to implementation of school improvement or intervention plans.

Once the School and Classroom Practices Study (SCPS) report has been written, the lead researcher presents the team's findings to the individual schools as formative feedback. Ideally, this presentation is done in the form of a reflective meeting that offers school administrators and staff the opportunity to ask questions, to clarify understanding, and to begin thinking about ways to incorporate the findings into their planning.

Data Collection - The School Visit

Scheduling the school visit is an important part of the process. Although researchers attempt to be as unobtrusive as possible, the process of interviewing and gathering staff for focus groups, as well as opening up all classrooms for observation, is inherently disruptive. To ensure that enough data is collected in a day to adequately and accurately reflect the school's strengths and challenges, researchers must talk to many different people throughout the day. This creates work for school

administrators and staff but with clear direction and enough lead time, the visits can be very successful.

The Process:

- 1) **Contact schools well in advance** to set up the date for the school visit. Try to make sure that administrators and counselors will be present that day so they can be interviewed.

- 2) **Create a Form Letter** to prepare the school for the external review visit. The letter should describe briefly and clearly the purpose of the visit, what will occur during the visit, who will be involved, and how the data will be reported back to the school. School administrators are responsible for contacting all stakeholders and setting up the interviews and focus groups for the day. It is very helpful to include a sample interview/focus group schedule in your letter that lists who reviewers need to talk to and for how long. Administrators can adapt the sample to their particular situation. Figure 1 below shows a sample schedule that you might include. *If at all possible, ask the school to send you the interview schedule before the day of the visit, so the review team can prepare for the day.* Call or email the school contact at least two days in advance to remind the site and confirm the team’s visit.

Interviews and Focus Group Schedule*	
Time (Please Complete this Section)	Participants
Before School	School Leadership Team (45 Minutes)
	Principal and Assistant Principals (1 hour)
	Parents (45 Minutes)
	Counselors (45 minutes)
During Lunch	Student Volunteers, representing grades 4 or above (approximately 6 to 8 students) (45 minutes)
	Classified Staff (45 minutes)
	Instructional Staff (45 minutes)
	Instructional Staff (45 minutes)
After School	Instructional Staff (45 minutes)

Figure 1. Sample Interview/Focus Group Schedule.

*If it is easier or more efficient to arrange the day in a different way, please feel free to do so. The times listed here are ideal but please adjust the times to meet your needs. The key is being able to

talk to each of the stakeholder groups. *It is essential to speak with at least two groups of instructional staff if possible.*

- 3) ***Arrive early and be flexible.*** Schools are collections of human beings. On any given day there are hundreds of variables that can interfere with even the best laid plans. It is important for external reviewers to come prepared to adjust to outside circumstances and still do the best they can to collect as much data as possible. Recognize that even in the best of circumstances, patience and persistence will help tremendously.
- 4) ***Divide into teams.*** Some reviewers will conduct classroom observations and sit in on interviews/focus groups when time permits. Other reviewers will conduct interviews and focus groups and, when possible, conduct a few classroom observations. It helps if the team is clear about who will be doing what before arriving at the school. *Each school review team should appoint a Lead who will take responsibility for making sure all data collection is completed.*
- 5) ***Classroom Observation Protocol.*** Reviewers conducting classroom observations use the STAR Classroom Observation Protocol, a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during the classroom observation period. Reviewers observe a classroom for thirty minutes and complete a rubric for each class observed. It is essential that the reviewers are well-trained and calibrated on the protocol. Scores are combined into a school score and a descriptive report is written. *Each school review team should appoint one member to collect all of the observation rubrics and write the descriptive report.*
- 6) ***Interview/Focus Group Protocols.*** To ensure that all researchers are gathering data that will address the purpose of the school review and specific rubric items, interview and focus group protocols have been developed for each of the stakeholder groups to be interviewed (administrators, counselors, teachers, students, parents/community members). These protocols are attached in Appendix C. You should note that it is likely that you will not be able to get to every question given the time constraints. The protocols are organized in order with the most important questions for that particular stakeholder group asked first, so start at the beginning and work your way down the list. Most sections of the protocols will have been covered by at least one stakeholder group by the end of the day.

Reviewers conducting focus groups should remember the following tips for facilitating such groups:

- Encourage participants to talk to each other, not just to you.
- Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and if they don't, they should say so.
- If one person seems to be dominating the conversation, try to expand the discussion by asking others directly for their input on the question.

It is very important when documenting focus groups and interviews that reviewers take down as much of what participants say as verbatim as possible. *Try not to interpret or summarize the data at this point, just get down exactly what people are saying as best you can.*

- 7) **Thank you notes.** After the visit, remember to thank the school administrators and staff for their time and effort on behalf of the visit. Thank you notes or emails are appreciated and help build cordial relationships with the school.

Data Analysis – Writing the Report

When the data collection process at the school is complete, reviewers read through the interview/focus group data and the classroom observation data, and complete the **rubric scoring sheet** (Appendix D), assigning a score for each item of the rubric and adding comments or rationales for their score in the appropriate section. Each reviewer scores the school separately. The Lead reviewer combines the individual scores into a final group score for the school and sends these back to the review team for comment and discussion. Reviewers should arrive at consensus on the scores since only one score for each rubric item will be included in the report to the school. *Discussion at this point in the process can be very fruitful, challenging reviewers to see beyond their own impressions and pointing out areas of strength and challenge at the school that the Lead reviewer can note for inclusion in the report.*

Once the school has been scored on the SPR Rubric, the Lead reviewer writes a **School and Classroom Practices Study report** that briefly describes the school's strengths and challenges in each area of the rubric, essentially highlighting the school's capacity in each of the Nine Characteristics of High Performing Schools. The report explains the rationale for each of the scores, discusses barriers to implementing improvement plans at the school, and ends with a summary and recommendations. The tone of these reports should be friendly and objective, avoiding jargon and overly complicated educational terminology. Writers should refrain from making value judgments but should describe differing perspectives where they arise. Quotes from participants should be used to illustrate points and to provide "voice" and interest in the report.

Reporting Back to the School – Reflective Meetings

The final and very important step in the school review process is the reflective meeting. Once the School and Classroom Practices Study and the Classroom Observation Study are completed for a school, external reviewers return to the school to present the findings and assist school administrators and staff in thinking about how they will use this data to move forward with their school improvement plans. Ideally, these meetings include the principal and the school leadership team and could also include staff and other stakeholders.

During the reflective meeting, the Lead reviewer goes over the data collection process with the participants, discusses the SPR Rubric and how it was used to score the school, reviews the school specific data, and answers questions. Time is set aside for participants to work in small groups to

review their school data and begin forming an action plan. The meeting ends with a group discussion about how participants can use the review data in their work. *Reflective meetings help to ensure that participants actively engage with the school review data and have an opportunity to respond to both the data and the review team.* In this way, everyone, reviewers and participants alike, learns from the experience.

School Review Process for Internal Reviewers (School Personnel)

Although the SPR Rubric was designed primarily as a tool to assist external School Performance Review Teams, OSPI believes the rubric and the school review process described here can be used by schools themselves to conduct in-house performance reviews or to provide benchmarks by which a school can measure its alignment with state standards. Most of the processes described above apply equally to internal reviewers with a few changes.

Data collection. For internal reviewers, there is obviously no need to schedule a school visit although the school may want to use a waiver day to walk through the review process. Rather than interviews and focus groups, individual staff members can score themselves and their school according to the rubric, being very careful to list evidence for each score. For internal school reviews, it may be more helpful to use the SPR Rubric – Internal Review in Attachment B which includes more specifically itemized indicators that external reviewers cannot attend to in one day, but which school personnel may be able to answer easily.

When conducting the self-assessment, it is helpful to have access to additional data. The additional data may include, but is not limited to, achievement data, surveys, classroom observation or classroom walk-through data, graduation rates, and other outcome data. If this data is not available, it will be helpful to acquire this prior to doing the self-assessment.

Data analysis. Once individual school staff have given themselves and their school a rubric score for each item, staff and administrators should come together to discuss their findings and compare their individual rubric scores for the school. Items where rubric scores differ widely may indicate areas in need of focused attention of some kind. If rubric scores are widely divergent in most categories, then work needs to be done to focus attention and effort on developing clear and shared goals for the school to move toward. Working toward agreement on a consensus score for the school on each rubric item will help staff to begin that process.

Reporting Back. Once the school staff has come to agreement on a consensus rubric score for each item, staff members can begin reviewing the data they collected and developing an action plan for incorporating what they have learned into their work. The following section outlines in more detail how the data from these school reviews can be used.

USING THE SCHOOL REVIEW DATA

Unlike test scores and survey data, the qualitative nature of the school review offers school administrators and staff a deeper glimpse into underlying assumptions, attitudes, and beliefs that determine the behavior of the school's stakeholder groups and can often block school improvement initiatives. Because it is aligned with district and state goals for improving student achievement and with research on best practices, the school review data for each school can be very useful in setting expectations for what kinds of structures, policies, and practices should be in place in order to improve student achievement for all students. The data shows schools very clearly where they are falling short but, because the process is based on a rubric, school personnel can see that there is a continuum and a path they can follow toward improvement. To use the school review data well, it needs to be incorporated into the school's systems and become part of an accountability structure. Here are some ways to do that:

- 1) ***Findings from the school review process should drive school improvement planning.*** Discussions of findings should include a comparison of the data with the school improvement plan to see if benchmarks are being met and whether the plan has steps in place to address the challenges highlighted by the school review. Action plans can then be set that include commitment to a goal, assignment of specific responsibilities, and a timeline for completion of the plan elements.
- 2) ***Findings from the school review should inform school decisions about appropriate intervention models.*** For schools being asked to choose a federal intervention program, the school review process provides important data on the capacity of the school and its staff to make the changes required in a particular intervention model. OSPI now requires a school review as part of the school application for federal intervention model funding.
- 3) ***School coaches should use the school review findings to focus their coaching work.*** Within their specific content focus, school coaches (literacy, reading, math), should support the rubric elements and assist teachers and administrators to understand and incorporate new systems, structures, and policies that will move the school to higher rubric scores by increasing student learning. Ongoing reinforcement of rubric elements through coaching is a powerful force for change.
- 4) ***Findings from the school review can highlight alignment between school and district improvement plans.*** Accountability for school improvement rests primarily with the school staff but can be supported or seriously hindered by actions at the district level. As schools become clearer about their own areas of challenge, they may also see areas where decisions made at the central office are constraining them. School administrators can use the school review findings to initiate conversations with district administrators around these issues.

CONCLUSION

The school review process as described here is intensive. To accomplish it in one day and collect enough data to give reviewers an accurate sense of a school's strengths and challenges requires focus and dedication. For internal reviewers especially, this process may be difficult because it is so easy to get pulled away for other things during a school day and because relationships with colleagues make it difficult sometimes to see with new eyes. We believe that if reviewers approach the review process remembering that the goal is not to proclaim right and wrong but rather to develop new critical perspectives on school practices, then the learning can be significant for everyone involved. It is not until we make our work visible, that it can be changed. The school review process offers schools an opportunity to see themselves with new eyes, reflect on what they have seen, and make informed decisions that can lead to the changes we all want to see in student achievement. We hope that this facilitator's guide has provided you with the tools you need to benefit from the process and continue the good work of improving education for all students.

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LIST OF APPENDICES AND ATTACHMENTS

APPENDIX A – SAMPLE LETTER

APPENDIX B – RUBRIC ANALYSIS PERCENT OF RESPONSES MISSING

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APPENDIX A – SAMPLE LETTER



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

OSPI School Improvement Grant Opportunities School and Classroom Practices Study

[Date]

Dear [Building Principal],

As you know, The BERC Group will be conducting a School and Classroom Practices Study (SCPS) in your school within the next few weeks. These one day school review visits are designed to help inform your district of the most appropriate federal intervention model for Tier I and Tier II schools, to identify focus areas for improvement, and to examine how closely your school is aligned with OSPI's research-based Nine Characteristics of High Performing Schools. We are sending you this letter to outline the process for the visit and to ask for your assistance in organizing the day.

On the day of our visit, a team of BERC researchers (two to eight people depending on the size of your school) will conduct interviews, focus groups, and classroom observations concurrently throughout the day. Researchers will also collect school documents. Specific details about each of these practices are included below. We will need your help in setting up and scheduling the interviews and focus groups. A sample schedule is also provided at the end of this letter.

School Level Data Collection

Interviews and Focus Groups

Throughout the day of our visit, we will conduct formal and informal interviews and focus groups with administrators, the school leadership team, counselors, teachers, students, parents and community members, and classified staff. To limit the impact on the classroom, we will not be pulling teachers out of their classrooms but instead, suggest that we meet with teachers during prep

periods, at lunch, and/or before and after school. *We have attached a sample interview/focus group schedule at the end of this letter. Please adjust the schedule to meet the needs of your staff and school. Send us the finalized schedule prior to our visit, so we can plan our day accordingly.*

Document Collection

To ensure a greater understanding of your school, and to help us organize our time most efficiently and effectively, we will need to collect school documents. *On the day of the visit, please have a copy of your master schedule, bell schedule, school/campus map, school improvement plan, parent/student handbook, and course catalog, ready for us if available. Please feel free to include additional artifacts that will help us learn more about your school such as newsletters, activity schedules, or examples of Student Learning Plans and High School and Beyond Plans.* We may ask for additional documents as they are referenced in the interviews and focus groups.

In addition to the above documents, we will work with your school district to access additional data such as district climate surveys, school effectiveness surveys, and other school level information.

Classroom Level Data Collection

The purpose of the observation study is to determine the nature of the classroom instruction that is taking place throughout the school. Typically, we observe every classroom except for physical education, music, and high impact special education classes. We usually do not observe classes that are testing.

What is involved in the classroom observations?

A BERC researcher will visit each classroom in your school for 25 to 30 minutes. We want to observe “typical” lessons, so teachers should not do any special preparation for the observations. Because we schedule the observations after we arrive at the school, teachers will not necessarily know what time of the day the observations will occur in any given classroom. *You and your staff are not responsible for scheduling the classroom observations.*

What kind of data will be collected?

Observers will be using the STAR Classroom Observation Protocol that focuses on measuring the extent to which Powerful Teaching and Learning™ is present during the observation period. The protocol will be made available to participants after the visit.

How will the data be reported?

The results of the classroom practices study will be made available to participants only in descriptive form at the aggregate school level. Individual teacher results will **NOT** be shared. If there are questions from teachers about how these findings will be reported and used, please assure them of the following:

No individual classroom observation results will be reported or available to anyone within the school, within the district, or external to the district.

Reporting the Study Results

Within a week of our visit, you will receive a SCPS report on your school and classroom practices, detailing our findings and highlighting your school's capacity to improve in each of the Nine Characteristics of High Performing Schools. The report will discuss barriers to implementing improvement plans at your school and offer recommendations. BERC Group researchers will review your school's data with you, your administrative team, and staff and assist you in thinking about how you will use this data to move forward with your school improvement grant application.

Where applicable, the school district will receive a report with aggregated data from all schools in the district. This data will be used to inform district improvement planning.

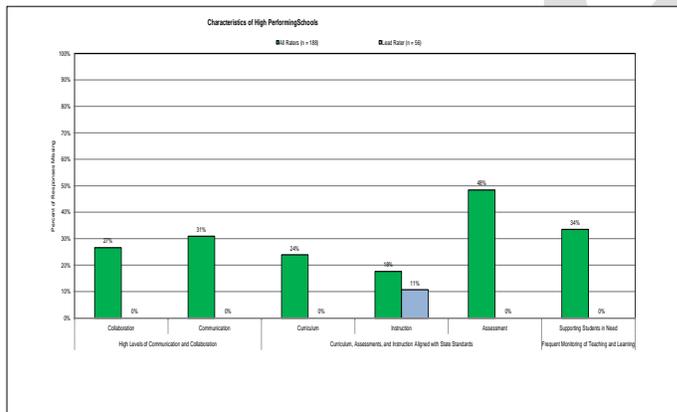
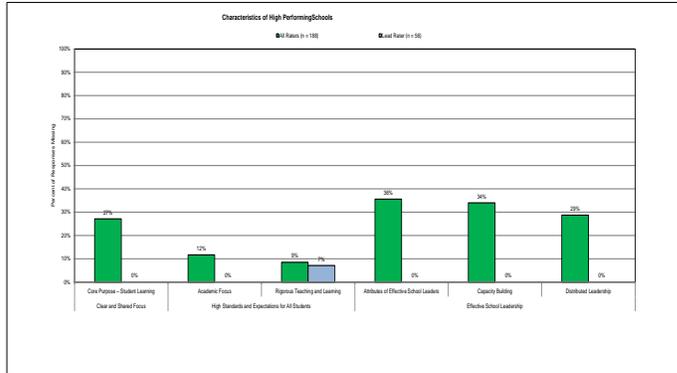
What happens next?

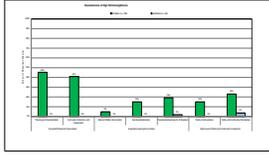
After the date for the school review visit is confirmed, please work with your school staff to arrange interviews and focus groups with school staff and stakeholders according to the sample schedule attached. *Please send us a finalized schedule, indentifying the times for the interviews and focus groups. The schedule should be sent to [name] and [name].*

Thank you for your help in conducting this component of the Summit District Improvement Initiative. Please contact me if you have any questions about the project.

Sincerely,

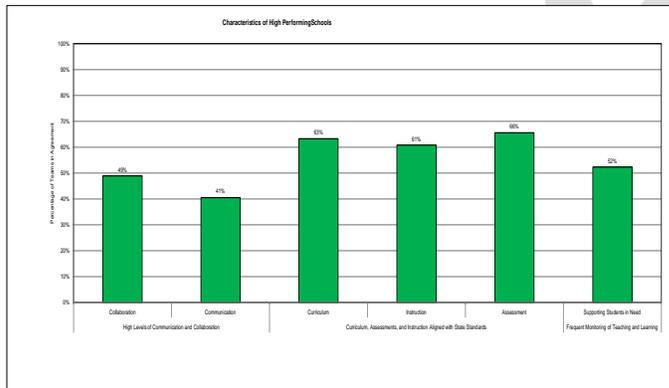
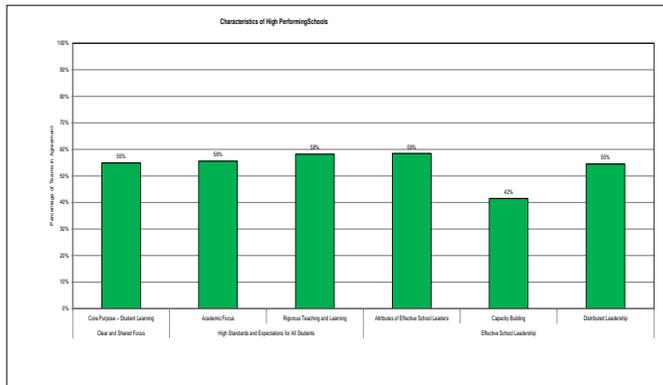
APPENDIX B – RUBRIC ANALYSIS PERCENT OF RESPONSES MISSING

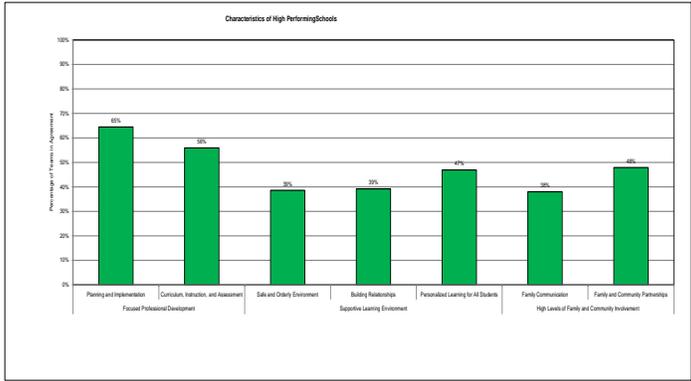




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APPENDIX C – RUBRIC ANALYSIS PERCENT OF TEAMS IN AGREEMENT





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APPENDIX D – INTERVIEW/FOCUS GROUP PROTOCOLS



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

School and Classroom Practices Study
ADMINISTRATOR INTERVIEW/FOCUS GROUP
(Principals, Asst Principals, School Leadership Team, SCDM)

School Name:	
District Name:	
Date:	Interviewer/Documenter:
Total Number of Participants:	
Special Issues/Other information:	

Facilities Description

Cleanliness/order overall:
Building (halls, classrooms, etc.):
Outside/Playground:
Library:
Other (e.g., cafeteria, gym):

Tips for facilitating/documenting a focus group;

- Encourage people to talk to each other, not just to you.
- Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and if they don't they should say so.
- If one person seems to be dominating, try to expand the discussion by asking others directly for their input on the question.

- Try to take down as much of what people say as verbatim as possible – try not to interpret or summarize.

Clear and Shared Focus

Describe the school's vision and mission.

- How was the mission/vision developed? (What was the process?)
- How does the school's mission/vision influence school decisions?
- How is the school mission aligned with the district mission?

Please describe your current school improvement goals and activities.

- What specific initiatives are you and your staff focusing on? [top 3-4 if a long list]
- How is the mission related to your current school improvement plan?

How is the school supporting its mission, vision and improvement goals? [Prompt for how resources (funding, time, materials, etc.) are used to support the mission and school improvement plan]

- Describe the decision-making process used to allocate resources.

High Standards and Expectations for All Students

How does your school set high expectations for student performance?

- Prompt for: Common academic core? Access to advanced courses for all? EALRs and GLEs used? Teacher/admin attitudes towards students?

How rigorous is teaching and learning at your school?

- How knowledgeable are teachers about authentic pedagogy (active participation, collaboration, reflection, disciplined inquiry, construction of knowledge)?
- What areas (subjects, grades, or other) need work with regard to increasing rigor?
- How do you check for rigor?

What data is used to set expectations and target instruction?

- How is this data collected?
- How is the data used?

Effective School Leadership

How are decisions made at this school? [ask about specific decision-making bodies, structures/processes in place]

- Who is involved in the decision-making process (students, parents, community representing different subgroups)?

In what ways are adults held accountable for meeting high performance expectations for themselves and their students?

- How are these expectations communicated?
- How do you build capacity in your teachers and staff to meet these expectations?

How does administration monitor fidelity of implementation of curriculum and instruction?

- Are there informal tracking processes?
- What kinds of conversations are you having with teachers about curriculum and instruction?
- How often do you have conversations with teachers about student performance?

How are teachers recruited, oriented, and incorporated into the school?

- What criteria are used to decide if there is a “fit” between the teachers and the school?
- How much flexibility do you have within district hiring guidelines?

How do you support your colleagues in taking risks and making innovations in this school? [ask for specific examples]

High Levels of Collaboration and Communication

What kinds of opportunities are there at this school for collective professional learning (e.g. CFGs, PLCs, peer observation, book studies, etc.)?

- What is the purpose of these meetings? [How are they used? Prompt for: sharing practice, discussing student work, common lesson planning, developing common assessments, etc.]
- How effective are these opportunities in helping improve instruction?

- What percentage of the school staff participate in these opportunities?
- Who is included in these meetings?

Is there a school communications plan that guides written, face-to-face, and electronic communication with the school community?

Curriculum, Instruction, Assessments Aligned with State Standards

Is there a common understanding or demonstrated agreement among your staff about what effective teaching and learning is at your school?

- Prompt for: common language used, planning lessons in common, common rubrics, common assessments
- How do you encourage this?

How is formative and summative assessment data used to make decisions about your school or modify instruction?

- How do you share this data with students, parents and other stakeholders?

What systems are in place used for screening students' at risk for academic or behavioral difficulty, monitoring student progress or pinpointing unique needs (diagnostic assessments)?

How do you document whether teaching to the standards has taken place and has been implemented with fidelity?

How do you ensure that the curriculum is aligned with key concepts, theories and content in each subject area?

Do your teachers use an instructional framework* to plan instruction? If so, please describe. [**An Instructional framework is an overarching theory of teaching and learning that provides guidelines/key areas of focus for content and practice – e.g., STAR protocol, Habits of Mind, Inquiry-based learning, etc.*]

Frequent Monitoring of Learning and Teaching

How do you determine whether you are serving all students within a school?

- Which groups perform the most poorly in this school?
- What do you do to assist those students to achieve at higher levels? [prompt: encourage them to take more rigorous classes? Academic support? Enlist parents?]

- How do you ensure that high achieving students continue to be challenged?

Do you collect data disaggregated by ethnicity (e.g. achievement, discipline, etc?)

- How do you use the data?
- How does it affect your policy and practices?
- How do you ensure that teachers use the data to target and improve instruction?

How are teachers assigned to classes, classrooms, and schools? [prompt: where are the highly qualified teachers usually placed?]

Focused Professional Development

How does the school determine the professional development needs of its teachers?

How well are your staff's professional development needs being met?

- Is PD doing its job to build instructional and/or leadership capacity in your staff?

How would you assess the quality of the professional development your staff is receiving?

- Aligned with state standards?
- Research-based?
- Incorporates principles of adult learning (participatory, relevant)?
- See changes in instructional practice? [give examples]

Supportive Learning Environment

How well do you think the physical environment of your school supports teaching and learning?

How would you characterize most social interactions you see and participate in, in your school?

- Prompt: Are they respectful? Hostile? Caring? Indifferent?

What systems are in place to offer feedback to school leadership about what is happening in the school?

- Who tends to use this system? [prompt: Teachers? Parents? Students? Community?]

High Level of Family Partnership and Community Involvement

How are parents/caregivers involved in your school?

- Prompt: classroom volunteers, PTSA, tutoring, etc.
- How do you build relationships with parents who are not available during school hours, have transportation problems, don't have telephone or internet access, or do not speak English?

In what way is the community involved in your school?

- Prompt: before/after school program sponsors, donate supplies, support clubs or sports events, partnerships, other?

Alternative Secondary School Best Practices

[USE THESE ADDITIONAL QUESTIONS ONLY IF YOU ARE AT AN ALTERNATIVE SCHOOL]

In what ways does the district support this school?

Are there special services provided/marketed that are unique to this school compared to other schools in the district?

How are students identified for placement in alternative schools/this school?

What additional supports (if any) are provided by your school to help students stay in school and succeed academically?



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School and Classroom Practices Study
COUNSELOR INTERVIEW
(Adapt for Classified Staff as well)

School Name:	
District Name:	
Date:	Interviewer/Documenter:
Total Number of Participants:	
Special Issues/Other information:	

Tips for facilitating/documenting a focus group;

- Encourage people to talk to each other, not just to you.
- Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and if they don't they should say so.
- If one person seems to be dominating, try to expand the discussion by asking others directly for their input on the question.
- Try to take down as much of what people say as verbatim as possible – try not to interpret or summarize.

Supportive Learning Environment

How well do you think the physical environment of your school supports teaching and learning?

How would you characterize most social interactions you see and participate in, in your school?

- **Prompt: Are they respectful? Hostile? Caring? Indifferent?**

What systems are in place to offer feedback to school leadership about what is happening in the school?

- Who tends to use this system? [prompt: Teachers? Parents? Students? Community?]

How are student and staff accomplishments celebrated?

How does the school assist students in planning and preparing for the next phase of their education, training, or transition to work?

- Is there a transition program in place?

Frequent Monitoring of Learning and Teaching

How do you determine whether you are serving all students within a school?

- Which groups perform the most poorly in this school?
- What do you do to assist those students to achieve at higher levels? [prompt: encourage them to take more rigorous classes? Academic support? Enlist parents?]
- How do you ensure that high achieving students continue to be challenged?

Does the school collect data disaggregated by ethnicity (e.g. achievement, discipline, etc?)

- How is this data used?
- How does it affect your policy and practices?
- How do you ensure that teachers use the data to target and improve instruction?

High Level of Family Partnership and Community Involvement

How are parents/caregivers involved in your school?

- Prompt: classroom volunteers, PTSA, tutoring, etc.
- How do you build relationships with parents who are not available during school hours, have transportation problems, don't have telephone or internet access, or do not speak English?

In what way is the community involved in your school?

- Prompt: before/after school program sponsors, donate supplies, support clubs or sports events, partnerships, other?

Clear and Shared Focus

Describe the school's vision and mission.

- How was the mission/vision developed? (What was the process?)
- How does the school's mission/vision influence school decisions?
- How is the school mission aligned with the district mission?

How is the school supporting its vision, mission and school improvement plan?
[prompt: How are resources (funding, time, materials, etc.) used to support the mission and school improvement plan?

- Describe the decision-making process used to allocate resources.

Effective School Leadership

How are decisions made at this school? [ask about specific decision-making bodies, structures/processes in place]

- Who is involved in the decision-making process (students, parents, community representing different subgroups)?

In what ways are adults held accountable for meeting high performance expectations for themselves and their students?

- How are these expectations communicated?
- How do you build capacity in your teachers and staff to meet these expectations?

How often do you have conversations with teachers about student performance?

How are you supported in taking risks and making innovations in this school? [ask for specific examples]

- How do you support your colleagues in taking risks?

How are cultural issues addressed at this school? [Prompt for: structures, policies or practices that address the effects of poverty, ethnic or racial differences, gender stereotypes, etc.]

- What kinds of cultural training do you receive?

High Standards and Expectations for All Students

How does your school set high expectations for student performance?

- Prompt for: Common academic core? Access to advanced courses for all? EALRs and GLEs used? Teacher/admin attitudes towards students?

Focused Professional Development

How well are your professional development needs being met?

How would you assess the quality of the professional development you are receiving?

- Aligned with state standards?
- Research-based?
- Incorporates principles of adult learning (participatory, relevant)?

High Levels of Collaboration and Communication

Are you involved in collective professional learning opportunities at this school (e.g. CFGs, PLCs, peer observation, book studies, etc.)?

- What is the purpose of these meetings? [How are they used? Prompt for: sharing practice, discussing student work, common lesson planning, developing common assessments, etc.]
- How effective are these opportunities in helping you to do your work?
- What percentage of the school staff participate in these opportunities?
- Who is included in these meetings?

Is there a school communications plan that guides written, face-to-face, and electronic communication with the school community?

Curriculum, Instruction, Assessments Aligned with State Standards

No questions in this section for counselors.

Alternative Secondary School Best Practices

[USE THESE ADDITIONAL QUESTIONS ONLY IF YOU ARE AT AN ALTERNATIVE SCHOOL]

In what ways does the district support this school?

Are there special services provided/ marketed that are unique to this school compared to other schools in the district?

How are students identified for placement in alternative schools/this school?

What additional supports (if any) are provided by your school to help students stay in school and succeed academically?



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School and Classroom Practices Study
TEACHER FOCUS GROUP
(Certificated Staff, Para educators, Specialists)

School Name:	
District Name:	
Date:	Interviewer/Documenter:
Total Number of Participants:	
Special Issues/Other information:	

Curricular/Assessment Materials

Reading/English Program:
Math Program:
School-Wide Assessments (e.g. DIBELS, Cognitive Tutor):
Other (e.g., bullying prevention programs, discipline programs, after school programs, tutoring programs):

Tips for facilitating/documenting a focus group;

- Encourage people to talk to each other, not just to you.
- Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and if they don't they should say so.
- If one person seems to be dominating, try to expand the discussion by asking others directly for their input on the question.
- Try to take down as much of what people say as verbatim as possible – try not to interpret or summarize.

High Standards and Expectations for All Students

How does your school set high expectations for student performance?

- Prompt for: Common academic core? Access to advanced courses for all? EALRs and GLEs used? Teacher/admin attitudes towards students?

How rigorous is teaching and learning at your school?

- How often do you see evidence of authentic pedagogy (active participation, collaboration, reflection, disciplined inquiry, construction of knowledge) in classrooms (including your own)?
- What areas (subjects, grades, or other) need work with regard to increasing rigor?
- How do you check for rigor?

What data is used to set expectations and target instruction?

- How is this data collected?
- How is the data used?

Curriculum, Instruction, Assessments Aligned with State Standards

How do you align instruction with the content and achievement standards (EALRs, GLEs)?

- Is there vertical and horizontal alignment?
- How do you document whether teaching to the standards has taken place and has been implemented with fidelity?

Do you use an instructional framework* to plan instruction? If so, please describe.

[*An *Instructional framework* is an overarching theory of teaching and learning that provides guidelines/key areas of focus for content and practice – e.g., STAR protocol, Habits of Mind, Inquiry-based learning, etc.]

- Does your instructional framework incorporate principles of learning such as constructing knowledge, active engagement, meaningful content, collaboration, social interaction, and self-assessment? If yes, which ones? If not, how do you incorporate these principles into your lessons?

Is there a common understanding or demonstrated agreement among your staff about what effective teaching and learning is at your school?

- Prompt for: common language used, planning lessons in common, common rubrics, common assessments

Describe the types of differentiated instruction methods you use to accommodate diverse learning needs. [prompt for ELL and SPED as well as other low performing subgroups]

- How often do you incorporate these differentiated methods?

What district or classroom assessments do you use?

- How do you develop these assessments? [Prompt : use of EALRs and GLEs? Use of performance standards?]
- How do you use these assessments? [Prompt: formative or summative? Used to revise lesson/curriculum?]
- How do you share this data with students, other teachers, admin, parents, other stakeholders?

Focused Professional Development

How does the school determine the professional development needs of its teachers?

How much professional development time do you get in a year? Is this enough time?

- What kinds of PD activities/workshops/classes have you participated in?
- Who usually delivers your professional development activities/workshops/classes?

How would you assess the quality of the professional development you are receiving?

- Aligned with state standards?
- Research-based?
- Incorporates principles of adult learning? (Prompt: research-based, job embedded, interactive, collegial and did they include ongoing follow-up and support)
- See changes in instructional practice? [give examples]

How well are your professional development needs being met?

- Is PD doing its job to build instructional and/or leadership capacity?

High Levels of Collaboration and Communication

What kinds of opportunities are there at this school for collective professional learning (e.g. CFGs, PLCs, peer observation, book studies, etc.)?

- What is the purpose of these meetings? [Prompt for: sharing practice, discussing student work, common lesson planning, developing common assessments, etc.]
- How effective are these opportunities in helping improve instruction?
- What percentage of the school staff participate in these opportunities?
- Who is included in these meetings?

How is student information [grades, attendance, contact information, test scores] organized, stored and retrieved? Is it easily accessible to teachers, students and parents?

Is there a school communications plan that guides written, face-to-face, and electronic communication with the school community? Is this plan widely understood and used?

Frequent Monitoring of Learning and Teaching

How do you determine whether you are serving all students within a school?

- Which groups perform the most poorly in this school?
- What do you do to assist those students to achieve at higher levels? [prompt: encourage them to take more rigorous classes? Academic support? Enlist parents?]
- How do you ensure that high achieving students continue to be challenged? [Prompt: what structures are in place?]

Do you collect data disaggregated by ethnicity (e.g. achievement, discipline, etc?)

- How do you use the data?
- How does it affect your policy and practices?
- How do you ensure that teachers use the data to target and improve instruction?

Does each low performing student have a personalized academic plan?

How are teachers assigned to classes, classrooms, and schools? [Prompt: where are the highly qualified teachers usually placed?]

Clear and Shared Focus

Describe the school's vision and mission.

- How was the mission/vision developed? (What was the process?)
- How does the school's mission/vision influence school decisions?
- How is the school mission aligned with the district mission?

Please describe your current school improvement goals and activities.

- What specific initiatives are you and your staff focusing on? [top 3-4 if a long list]
- How is the mission related to your current school improvement plan?

Effective School Leadership

How are decisions made at this school? [ask about specific decision-making bodies, structures/processes in place]

- Who is involved in the decision-making process (students, parents, community representing different subgroups, other stakeholders)?

In what ways are adults held accountable for meeting high performance expectations for themselves and their students?

- How are expectations communicated?
- How are you supported in meeting these expectations?

How does administration monitor fidelity of implementation of curriculum and instruction?

- Are there informal tracking processes?
- What kinds of conversations do you have with admin about curriculum and instruction?
- How often do you have conversations with administrators about student performance?

How are you supported in taking risks and making innovations in this school? [ask for specific examples]

How are cultural issues addressed at this school? [Prompt for: structures, policies or practices that address the effects of poverty, ethnic or racial differences, gender stereotypes, etc.]

- What kinds of cultural training do you receive?

Supportive Learning Environment

What kinds of school-wide classroom management and discipline policies are in place?

- How well are these working?
- How consistently are these monitored and enforced?
- How do all students and families know what is expected of them?

What strategies do you use to develop relationships with your students?

- How does developing and maintaining relationships with your students affect your teaching and their learning?

What systems are in place to offer feedback to school leadership about what is happening in the school?

- Who tends to use this system? [prompt: Teachers? Parents? Students? Community?]

How are student and staff accomplishments celebrated?

How does the school assist students in planning and preparing for the next phase of their education, training, or transition to work?

- Is there a transition program in place?

High Level of Family Partnership and Community Involvement

How are parents/caregivers involved in your school?

- Prompt: classroom volunteers, PTSA, tutoring, etc.
- How do you build relationships with parents who are not available during school hours, have transportation problems, don't have telephone or internet access, or do not speak English?

In what way is the community involved in your school?

- Prompt: before/after school program sponsors, donate supplies, support clubs or sports events, partnerships, other?

Alternative Secondary School Best Practices

[USE THESE ADDITIONAL QUESTIONS ONLY IF YOU ARE AT AN ALTERNATIVE SCHOOL]

In what ways does the district support this school?

Are there special services provided/ marketed that are unique to this school compared to other schools in the district?

How are students identified for placement in alternative schools/this school?

What additional supports (if any) are provided by your school to help students stay in school and succeed academically?



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School and Classroom Practices Study
STUDENT FOCUS GROUP

School Name:	
District Name:	
Date:	Interviewer/Documenter:
Total Number of Focus Group Participants:	
Special Issues/Other Information:	

Tips for facilitating/documenting a focus group;

- Encourage people to talk to each other, not just to you.
- Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and if they don't they should say so.
- If one person seems to be dominating, try to expand the discussion by asking others directly for their input on the question.
- Try to take down as much of what people say as verbatim as possible – try not to interpret or summarize.

Clear and Shared Focus

Tell me what your school stands for. What is your school trying to do for students?

If another student was going to move into this area and come to your school, what would you tell them about your school?

High Standards and Expectations for All Students

What kinds of things do you do in class?

How do you know what your teachers' goals are for your work?

- **How do you know what you have to do to get a good grade?**
- **How do you know the steps you have to take to learn more?**

How do your teachers challenge you to do your best work? [ask for specific examples]

What study skills do your teachers teach you at this school?

How much homework do you get? How often? [NOTE: This may elicit more data at MS and HS level]

Effective School Leadership

Does anyone ask for your ideas about what should happen at the school? If yes, who and when? If not, why do you think they don't?

How does your school treat students from different cultures? [prompt for structures, policies or practices that address the effects of poverty, ethnic or racial differences, gender stereotypes, etc.]

- What kinds of cultural programs are there at this school?

High Levels of Collaboration and Communication

Do you see your teachers working together on lessons or on teaching a class? [give example]

- How did this compare to when your teacher works alone?

How does the school tell you and your family about what is going on at school? [Prompt: How do you hear about events like PTSA meetings or assemblies or things like that?]

- Do you feel like your parents/caregivers know what is going on at school? If not, why not?

How do your teachers give you information about your grades, attendance, contact information, test scores? How do you get this information [prompt: teacher tells me, online, hard copies, other]?

Curriculum, Instruction, Assessments Aligned with State Standards

Describe a good teacher. Do all of you agree?

How do your teachers make sure everyone understands what they're teaching?

- Can you give me some examples of ways that they help all students understand? [prompt for ELL or SPED students and for gifted students]

What happens after you take a test in class? How do you figure out what you got wrong and what you got right?

- How do you learn what you didn't know on the test?

Frequent Monitoring of Learning and Teaching

How do your teachers encourage all students to take harder classes and do their best work?

- What kind of support does the school give you to help you take harder classes? [prompt for: study skills, after school support, in class support, etc.]

How do your teachers help students who are struggling?

Supportive Learning Environment

Tell me about the classroom and school rules for when students get in trouble. What happens?

- How well are these working?
- Do you think they are fairly enforced?
- Do all students and families know the rules? How are they told?

How well do you know your teachers?

- What do your teachers do to get to know you better?
- Does it make a difference in class if you know your teachers better and they know you?

How do people treat each other in your school? [prompt: Are they respectful? Mean? Caring? Don't care?]

How are student accomplishments celebrated?

How does the school help you in planning and preparing for the next step in your education, training, or transition to work? [prompt: preparing for MS or HS or post HS options]

- Is there a transition program in place to help you?

High Level of Family Partnership and Community Involvement

How is your family involved in this school? [prompt: classroom volunteers, PTSA, tutoring, etc.]

How do your teachers and principal get to know your parents? [prompt for cases where parents are not available during school hours or have transportation problems or don't have telephone or internet access, or don't speak English.]

In what way is the community involved in your school? [prompt: before/after school program sponsors, donate supplies, support clubs or sports events, partnerships, other?]

Alternative Secondary School Best Practices

[USE THESE ADDITIONAL QUESTIONS ONLY IF YOU ARE AT AN ALTERNATIVE SCHOOL]

What is special about this school?

How are students picked to come to this school?

How does your school help students stay in school and succeed academically?



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School and Classroom Practices Study
CAREGIVER/COMMUNITY FOCUS GROUP

School Name:	
District Name:	
Date:	Interviewer/Documenter:
Total Number of Participants:	
Special Issues/Other information:	

Tips for facilitating/documenting a focus group;

- Encourage people to talk to each other, not just to you.
- Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and if they don't they should say so.
- If one person seems to be dominating, try to expand the discussion by asking others directly for their input on the question.
- Try to take down as much of what people say as verbatim as possible – try not to interpret or summarize.

Clear and Shared Focus

Describe the school's vision and mission.

- How was the mission/vision developed? (What was the process?)
- Were you part of the process?
- Does the mission/vision meet with your goals for your child's education?

High Standards and Expectations for All Students

How would you describe the level of learning going on at this school? [ask for specific examples]

- How satisfied are you with this level of learning?

What kind of expectations do teachers and the school have of your child?

- Are the expectations realistic?
- Do the expectations challenge your child to learn more?

Effective School Leadership

How are decisions made at this school? [ask about specific decision-making bodies, structures/processes in place]

- How are parents consulted in decision-making at the school (if at all)?
- Who makes most of the decisions?
- How are you told about decisions made at the school?

How are cultural issues addressed at this school? [prompt for structures, policies or practices that address the effects of poverty, ethnic or racial differences, gender stereotypes, etc.]

- What kinds of cultural programs do you see at this school (if any)?

High Levels of Collaboration and Communication

What methods does the school use to communicate with you?

- Which methods are most commonly used?
- Which methods are most effective?

Does the school have translation services for those parents and students who need them?

How accessible is student information [grades, attendance, contact information, test scores] to you?

Curriculum, Instruction, Assessments Aligned with State Standards

How well do you think the curriculum used in this school challenges your child?

How effective are teachers in this school at helping your child learn and improve?

Have you seen or heard of teachers using different instructional methods to teach students with diverse learning needs? [prompt for ELL and SPED as well as high performing subgroups]

- How often do you see these methods incorporated into the classroom and lesson?

How do you find out the results of your student's classroom assessments?

- How do these assessments help you understand your child's academic strengths and challenges?

Frequent Monitoring of Learning and Teaching

How does the school encourage all students to pursue more rigorous classes?

- What structures and services are in place to do this? [prompt for: study skills, after school support, in class support, etc.]

What does the school do to assist students who are doing poorly?

Supportive Learning Environment

What kinds of school-wide behavioral and attendance expectations are in place?

- How consistently are these monitored and enforced?
- Do all students and families know what is expected of them? How are they told?

How well do you know your child's teachers?

- How well do you think the teachers know your child?
- Do you think these relationships make a difference in your child's education? How?

Do you feel welcome at this school?

If you have a problem with something, what systems are in place to offer feedback to school leadership about what is happening in the school?

How are student accomplishments celebrated?

How does the school assist students in planning and preparing for the next phase of their education, training, or transition to work?

- Is there a transition program in place?

High Level of Family Partnership and Community Involvement

How are parents/caregivers invited to become involved in this school? [prompt: classroom volunteers, PTSA, tutoring, etc.]

How does the school build relationships with parents?

- What about those who are not available during school hours
- Those who have transportation problems or who don't have telephone or internet access?
- Those who do not speak English?

In what way is the community involved in this school? [prompt: before/after school program sponsors, donate supplies, support clubs or sports events, other?]

Alternative Secondary School Best Practices

[USE THESE ADDITIONAL QUESTIONS ONLY IF YOU ARE AT AN ALTERNATIVE SCHOOL]

In what ways does the district support this school?

Are there special services provided/marketed that are unique to this school compared to other schools in the district?

How are students identified for placement in alternative schools/this school?

What additional supports (if any) are provided by your school to help students stay in school and succeed academically?

APPENDIX E – RUBRIC SCORING SHEET

School: _____ Date: _____

Reviewer: _____ Lead? Y N

Indicators	Rubric Score
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Clear and Shared Focus	
Core Purpose – Student Learning	

Comments:

High Standards and Expectations for All Students	
Academic Focus	
Rigorous Teaching and Learning	

Comments:

Effective School Leadership	
Attributes of Effective School Leaders	
Capacity Building	
Distributed Leadership	

Comments:

High Levels of Collaboration and Communication	
Collaboration	
Communication	

Comments:

Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	
Instruction	
Assessment	

Comments:

Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	

Comments:

Focused Professional Development	
Planning and Implementation	
Curriculum, Instruction, and Assessment	

Comments:

Supportive Learning Environment	
Safe and Orderly Environment	
Building Relationships	
Personalized Learning for All Students	

Comments:

High Levels of Family and Community Involvement	
Family Communication	
Family and Community Partnerships	

Comments:

Draft

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Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions

School Performance Review Protocol Questions

Hiring, developing, and retaining great principals and Turnaround leadership

Has the principal been involved in recent whole school improvement?

Describe your current school improvement goals and activities.

Can the principal be an effective leader for change?

In what ways are adults held accountable for meeting high performance expectations for themselves and their students?

How does administration monitor fidelity of implementation of curriculum and instruction?

How do you support your colleagues in taking risks and making innovations in this school?

How does the school determine the professional development needs of its teachers?

How would you characterize most social interactions you see and participate in, in this school?

What systems are in place to offer feedback to school leadership about what is happening in the school?

Do principals have the flexibility in hiring and retaining staff, scheduling and budget?

How are teachers recruited, oriented, and incorporated into the school?

What criteria are used to decide if there is a "fit" between the teachers and the school?

How much flexibility do you have within district hiring guidelines?

How are resources used to support the mission and school improvement plan?

In what ways does the district support this school?

Can the current governance structure be adjusted to address turnaround?

How are decisions made at this school? Who is involved?

How does the school's mission/vision influence school decisions?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions

School Performance Review Protocol Questions

What kinds of opportunities are there at this school for collective professional learning?

Hiring, developing, and retaining great teachers

How much of your staff is willing to make the necessary changes and embrace the process of change?

Describe the school's mission and vision. How does the mission/vision influence school decisions?

Is there a common understanding or demonstrated agreement among your staff about what effective teaching and learning is at your school? How would you characterize most social interactions you see and participate in, in this school?

How much flexibility does the school have to implement new strategies for hiring and retaining effective teachers?

How are teachers recruited, oriented, and incorporated into the school? What criteria are used to decide if there is a "fit" between the teachers and the school?

How much flexibility do you have within district hiring guidelines?

Are measures in place to determine effectiveness and ability of your staff to work in a turnaround environment?

What data is used to set expectations and target instruction?

Do you collect data disaggregated by ethnicity? How do you ensure that teachers use the data to target and improve instruction? How do you determine whether you are serving all students within a school?

Do you identify and reward leaders and teachers who have increased student achievement?

How often do you have conversations with teachers about student performance? How are student and staff accomplishments celebrated?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions

Do you identify and remove leaders and teachers who have not increased student achievement?

Does the teacher evaluation system take into account multiple measures?

Do you place high performing teachers in low achieving classes?

Do you provide staff with high quality, job embedded professional development?

Do you have a system for measuring the effectiveness of professional development in changing instructional practice?

Implement a rigorous, research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions

Is your instructional program research-based, vertically aligned, and aligned to state standards?

School Performance Review Protocol Questions

In what ways are adults held accountable for meeting high performance expectations for themselves and their students?

What kinds of conversations do you have with teachers about curriculum and instruction?

In what ways are adults held accountable for meeting high performance expectations for themselves and their students?

How are teachers assigned to classes, classrooms, and schools?

How does the school determine the professional development needs of its teachers?

How well are your staff's professional development needs being met?

How much professional development time do you get in a year? Is it enough time?

What kinds of opportunities are there at this school for collective professional learning?

How would you assess the quality of the professional development you (your staff) is receiving?

How does the school determine the professional development needs of its teachers?

Is PD doing its job to build instructional and/or leadership capacity?

Do you see changes in instructional practice as a result of PD?

How do you align instruction with the content and achievement standards?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions

Is there a process to periodically review whether curriculum is implemented with fidelity?

Is there a school wide response to intervention model in place?

Do teachers receive additional support and professional development to support students with disabilities and ELL students?

Are technology supports and interventions used as part of the instructional program?

Do you have a transition program in place for students moving from ES to MS or MS to HS?

School Performance Review Protocol Questions

Is there vertical and horizontal alignment?
What district or classroom assessments do you use?

How does your school set high expectations for student performance?
How rigorous is teaching and learning at your school?
How do you check for rigor?
What data is used to set expectations and target instruction?

How do you document whether teaching to the standards has taken place and has been implemented with fidelity?
How does administration monitor fidelity of implementation of curriculum and instruction?

Describe the types of differentiated instruction methods you use to accommodate diverse learning needs [prompt for ELL and SPED as well as other low performing groups].
Which groups perform most poorly in this school? What do you do to assist those students to achieve at higher levels?

Does each low performing student have a personalized academic plan?

How do you determine whether you are serving all students within a school?
How well are your professional development needs being met?

How is student information organized, stored, and retrieved? Is it easily accessible to teachers, students, and parents?

How does the school assist students in planning and preparing for the next phase of their education, training, or transition to work? Is there a transition program in place?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions

How many advanced, high rigor courses does the school offer?

School Performance Review Protocol Questions

How do you ensure that high achieving students continue to be challenged?

How rigorous is teaching and learning at your school?

How do you check for rigor?

How does your school set high expectations for student performance?

Use student data

Does staff use data to inform and differentiate instruction?

What data is used to set expectations and target instruction?

How is data collected? How is the data used?

What district or classroom assessments do you use? How do you use them?

How do you share this data with students, other teachers, admin, parents, etc.?

How is student information organized, stored, and retrieved? Is it easily accessible to teachers, students, and parents?

Do you collect data disaggregated by ethnicity? How do you use the data?

How do you ensure that teachers use the data to target and improve instruction?

Provide increased learning time and create community oriented schools

Has the school expanded learning time in all subjects?

What do you do to assist low performing students to achieve at higher levels?

In what way is the community involved in your school? [prompt for before/after school programs, clubs, etc.]

Does the school provide appropriate social-emotional and community-oriented services and support for students?

What strategies do you use to develop relationships with your students?

How are cultural issues addressed at this school?

What kinds of cultural programs do you see at this school?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions

Does the school have in place ongoing mechanisms for family and community engagement?

Does the school partner with parent organizations, faith-based or community-based organizations or other agencies?

School Performance Review Protocol Questions

How well does the physical environment of the school support teaching and learning?

What kinds of school wide classroom management and discipline policies are in place?

In what way is the community involved in your school? [prompt for before/after school programs, clubs, etc.]

How well do you know your child's teachers?

How are parents/caregivers involved in your school?

How do you build relationships with parents who are not available during school hours, have transportation problems, don't have telephones, don't speak English?

In what way is the community involved in your school? [prompt for before/after school programs, clubs, etc.]

What systems are in place to offer feedback to school leadership about what is happening in the school?

Is there a school communications plan that guides written, face-to-face, and electronic communication with the school community?

Does the school have translation services for those parents and students who need them?

Do you feel welcome at this school?

What kinds of cultural programs do you see at this school?

In what way is the community involved in your school? [prompt for before/after school programs, clubs, etc.]

How are parents/caregivers involved in your school?

What kinds of cultural programs do you see at this school?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions

School Performance Review Protocol Questions

Provide operational flexibility and sustained support

Does the school currently have sufficient operational flexibility (staffing, calendar, budget) to manage changes required by an intervention model?

Does the school receive ongoing technical support from district, state, external partners?

Are resources allocated to the school such that students with the greatest need get the most resources?

In what way is the community involved in your school? [prompt for before/after school programs, clubs, etc.]

How is the school supporting the mission and school improvement goals? Describe how resources are allocated.

WASHINGTON

Notes:

- 1) Arrangement of application; Attachment 1: 2010 Schools (with case-by-case analysis whereby WA removed eight schools--); Attachment 2: Definition; Attachment 3: LEA app; Attachment 4: LEA app scoring rubric; Attachment 5: Waiver Notice; Attachment 6: COP/Stakeholders Who Reviewed WA app; Attachment 7: School and Classroom Practices Study

PLA DEFINITION AND LISTS OUTSTANDING ISSUES

SECTION A: ELIGIBLE SCHOOLS		
Definition and List (Tier I Criteria):		
Required Element	Completion Status/Reviewer Comments	OSPI Response/Update on SEA Application
<p>(2) Based on the information submitted can you confirm that:</p> <ul style="list-style-type: none"> o all Title I schools in improvement, corrective action, and restructuring was used as the Tier I pool upon which the five percent or five schools is calculated <p><u>To meet this requirement:</u></p> <ul style="list-style-type: none"> o <i>The SEA must:</i> <ol style="list-style-type: none"> (1) Include in the steps used to determine the five percent or five schools, language that stated the pool included all schools in improvement, corrective action and restructuring (2) Exclude currently served Tier I schools with school improvement timeline waivers (Check the State profiles to confirm this information). (3) Include currently served Tier III schools that remain Title I schools in improvement, corrective action, or restructuring. (4) If the State wanted to exclude schools with an assessed student population of less than ___ students from its pool, it must have applied for an n-size waiver. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complete/Meets Requirements <ul style="list-style-type: none"> ➤ On a phone call on December 14th, Washington stated it would add information currently in Attachment 2 (definitions and the steps used to determine Tier I schools) to its PLA definition in Section A of the SEA application. <input type="checkbox"/> Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement) <ul style="list-style-type: none"> ➤ List the part(s) of the required element that the SEA is missing or has not adequately described. ➤ Identify any language that is unclear or needs to be discussed. <input type="checkbox"/> Absent/does not address requirements 	<p>Definition is updated in Section 2.</p> <p><i>Persistently Lowest-Achieving Schools:</i></p> <p>Tier I:</p> <p>(a) Any Title I school in improvement, corrective action or restructuring that:</p> <ol style="list-style-type: none"> (i) Is among the lowest-achieving five percent in the “all students” group in reading and mathematics combined for the past three consecutive years; or (ii) Is a high school that has a weighted-average graduation rate that is less than 60 percent based on the past three years of data. <p>Tier II:</p> <p>(b) Any secondary school that is eligible for, but does not receive, Title I funds that:</p> <ol style="list-style-type: none"> (i) Is among the lowest-achieving five percent of secondary schools in the “all students” group in reading and mathematics combined for the past three consecutive years; or (ii) Is a high school that has a weighted-average graduation rate that is less than 60 percent based on the past three years of data. <p><i>Definition of Lack of Progress:</i> For purposes of defining “persistently lowest-achieving schools” OSPI has defined “lack of progress” as the school’s percent increase or decrease (slope of linear regression) over the most recent three-year period in the “all students” group for reading and mathematics combined, compared to the state slope.</p> <p><i>Title I eligibility:</i> Based on SY2009-10 student data, a</p>

		<p>school is considered Title I eligible if:</p> <ul style="list-style-type: none"> a. Poverty percentage is 35 percent or more, or b. The school's poverty percentage is greater than or equal to the district's poverty average. <p><i>Appropriate Accuracy for Tiered Determinations:</i> OSPI has requested permission to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the "all students" group in the grades assessed who were enrolled in the school for a full academic year as that term is defined in Washington's Accountability Workbook is less than 30. The rigor attached to AYP calculations includes utilization of both a standard error of proportion (SEP) and a minimum N requirement consistent with research-based practices required by the Department of Education. For determining persistently low achieving schools, a minimum N of 30 provides this validity. With a sample of 30, the standard error of proportion at 50% proficiency is 15.02% at 95-percent confidence. The standard error of proportion is a parametric statistic that is based on a binomial distribution of probabilities. It becomes more inaccurate as sample size N decreases. Therefore, a minimum "N" assures the appropriate accuracy needed for valid and reliable determinations.</p> <p><i>Note on data used to determine Persistently Lowest-Achieving Schools:</i></p> <ul style="list-style-type: none"> (i) Weighting is equal between reading and mathematics. (ii) Weighting is equal between elementary and secondary schools. (iii) Weighted-average graduation rate is based on the number of students for each year. <p>Graduation rate is calculated as required in Guidance on School Improvement Grants, January 21, 2010 consistent with C.F.R. § 200.19(b).</p>
<u>Evidence from Application</u>		
<p><u>Attachment 2, page 2:</u></p> <p>Step 1: There are 2084 schools in Washington State for which Adequate Yearly Progress is calculated.</p>		

<p>Step 2: Of the 2084 schools, there are a total of 928 Title I schools (removed 1156 schools who are not Title I). Step 3: Of the 928 Title I schools, 516 schools are in improvement, corrective action, or restructuring (removed 412 schools who are not in improvement, corrective action, or restructuring) Step 4: Given this data set, 5% of 516 is 26 schools (516 x .05 = 25.8)</p> <p>Graduation Rates: High Schools added to either Tier I or Tier II due to a weighted average graduation rate of less than 60% over the past three years. Note: Extended graduation rates were not included in this data set. Step 1: Of the 516 Title I schools in improvement, corrective action or restructuring, 23 are high schools. Step 2: Of the 23 high schools, 1 has a graduation rate of less than 60% (and is not identified in lowest 5%). Therefore, only 1 high school was added to Tier I exclusively for graduation rates less than 60%.</p> <p>Total Tier I Schools: 27 Schools</p>		
<p>(6) Based on the information submitted can you confirm that:</p> <ul style="list-style-type: none"> ○ the definition describes the academic achievement of the “all students” group in reading and math scores on the state assessment, combined 	<p><input type="checkbox"/> Complete/Meets Requirements</p> <p><input checked="" type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement)</p> <p style="background-color: yellow;">➤ Please include language to specify that the “all students” group was used in calculating the academic achievement in reading and math scores on the state assessment.</p> <p><input type="checkbox"/> Absent/does not address requirements</p>	<p>Please see above. PLA definition has been updated to include “all students” language.</p>
<u>Evidence from Application</u>		
<p><u>Attachment 2, page 3:</u></p> <p>“Persistently”: in order to have a valid way to look at “persistently” low achieving schools, the school had to have 3 years of data in both Reading and Mathematics (2008, 2009, and 2010 data). Similarly for graduation rates, a school had to have 3 years of data.</p>		
<p>(7) Based on the information submitted can you confirm that:</p> <ul style="list-style-type: none"> ○ the definition describes a measure of lack of progress on these assessments over a number of years for the 	<p><input type="checkbox"/> Complete/Meets Requirements</p> <p><input checked="" type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement)</p> <p style="background-color: yellow;">➤ Please include language to specify that the “all students” group was used in calculating the lack of progress on these assessments over a number of years.</p> <p><input type="checkbox"/> Absent/does not address requirements</p>	<p>Please see above. The definition is updated and this language is included.</p>

"all students" group		
<u>Evidence from Application</u>		
<u>Attachment 2, page 3:</u> Progress and Lack of Progress: (see also: SIG-G page 7, question A-16 "Example 1"- Lack of Specific Progress). Using statewide results for the last 3 years, calculate the state's progress defined as the slope of the linear regression of reading and math combined proficiency. This will need to be calculated each year with the most recent three years of data. For the 2008, 2009, and 2010, the state's progress is equal to -0.003115 (-0.3%).		

Definition and List (Tier II Criteria):		
<p>(2) Based on the information submitted can you confirm that:</p> <ul style="list-style-type: none"> ○ all secondary schools that are eligible for, but not receiving, Title I funds as the pool for calculating the five percent or five schools <p><u>To meet this requirement:</u></p> <ul style="list-style-type: none"> ○ <i>The SEA must:</i> <ol style="list-style-type: none"> (1) State that all secondary schools that are eligible for, but not receiving, Title I funds were included in the pool that was used. (2) Included currently served Tier II schools. (3) If the State wanted to exclude schools with an assessed student population of less than ___ students from its pool, it must have applied for an n-size waiver. (4) If a State wanted to include secondary schools 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complete/Meets Requirements <ul style="list-style-type: none"> ➤ On a phone call on December 14th, Washington stated it would add information currently in Attachment 2 (definitions and the steps used to determine Tier II schools) to its PLA definition in Section A of the SEA application. <input type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement) <ul style="list-style-type: none"> ➤ List the part(s) of the required element that the SEA is missing or has not adequately described. ➤ Identify any language that is unclear or needs to be discussed. <input type="checkbox"/> Absent/does not address requirements 	<p>Definition is updated and language is included.</p>

<p>assessments in reading/language arts and mathematics combined in its pool, it must have applied for a Tier II waiver.</p> <ul style="list-style-type: none"> ○ If it applied for the Tier II waiver, the definition must state that Title I schools are part of the pool. 		
Evidence from Application		
<p><u>Attachment 2, page 2:</u></p> <p>Step 1: There are 2084 schools in Washington State for which Adequate Yearly Progress is calculated Step 2: Of the 2084 schools, 1029 serve one or more students in grades 7 through 10 (removed 1055 schools who serve no students in grade 7 through High School) Step 3: Of the 1029 schools, 630 are Title I eligible (removed 399 schools not eligible for Title I) Step 4: Of the 630, 400 of these schools do not receive Title I funds (removed 230 who receive Title I) Step 5: Given this data set, 5% of 400 is 20 schools ($400 \times .05 = 20.0$)</p> <p>Graduation Rates: High Schools added to either Tier I or Tier II due to a weighted average graduation rate of less than 60% over the past three years. Note: Extended graduation rates were not included in this data set.</p> <p>Step 1: Of the 400 schools that are Title I eligible, but not receiving funds, 104 are high schools. Step 2: Of the 104 high schools, 4 have a graduation rate of less than 60%. 1 of the 4 high schools was identified in the lowest 5% above due to achievement. Therefore, 3 high schools were added to Tier II exclusively for graduation rates less than 60%.</p> <p>Total Tier II Schools: 23</p>		
<p>(6) Based on the information submitted can you confirm that:</p> <ul style="list-style-type: none"> ○ the definition describes the academic achievement of the “all students” group in reading and math scores on the state assessment, combined 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete/Meets Requirements <input checked="" type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement) <ul style="list-style-type: none"> ➤ Please include language to specify that the “all students” group was used in calculating the academic achievement in reading and math scores on the state assessment. <input type="checkbox"/> Absent/does not address requirements 	<p>Definition is updated and language is included.</p>
Evidence from Application		

Attachment 2, page 3:		
<p>“Persistently”: in order to have a valid way to look at “persistently” low achieving schools, the school had to have 3 years of data in both Reading and Mathematics (2008, 2009, and 2010 data). Similarly for graduation rates, a school had to have 3 years of data.</p>		
Evidence from Application		
<p>(7) Based on the information submitted can you confirm that:</p> <ul style="list-style-type: none"> ○ the definition describes a measure of lack of progress on these assessments over a number of years for the “all students” group 	<p><input type="checkbox"/> Complete/Meets Requirements</p> <p><input checked="" type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement)</p> <p style="padding-left: 20px;">➤ Please include language to specify that the “all students” group was used in calculating the lack of progress on these assessments over a number of years.</p> <p><input type="checkbox"/> Absent/does not address requirements</p>	<p>Definition is updated and language is included.</p>
Evidence from Application		
Attachment 2, page 3:		
<p>Progress and Lack of Progress: (see also: SIG-G page 7, question A-16 “Example 1”- Lack of Specific Progress). Using statewide results for the last 3 years, calculate the state’s progress defined as the slope of the linear regression of reading and math combined proficiency. This will need to be calculated each year with the most recent three years of data. For the 2008, 2009, and 2010, the state’s progress is equal to -0.003115 (-0.3%).</p>		
Evidence from Application		

Checklist & Lists of Tier I, Tier II and Tier III Schools		
<p>(6) The SEA has not listed any schools with the same School NCES ID # on its lists of Tier I, Tier II, and Tier III schools.</p>	<p><input type="checkbox"/> Complete/Meets Requirements</p> <p><input checked="" type="checkbox"/> Does not address requirements</p> <p style="padding-left: 20px;">➤ Under evidence, please indicate the schools with the same School NCES ID # that appear on the lists of Tier I, Tier II, and Tier III schools.</p>	<p>The Tier I, II, III list in Attachment 1 of the SEA application has been corrected.</p>
Evidence from Application		

<u>Attachment 1:</u>				<u>The discrepancy has been corrected:</u>			
Republic	5307260	Republic Junior High	530726002949	Republic	5307260	Republic Junior High	530726002949
Richland	5307320	Jefferson Elementary	530726002949	Richland	5307320	Jefferson Elementary	530732001097
Please address the discrepancies in the school NCES ID #'s.							

SECTION H: WAIVERS		
<u>Required Element</u>	<u>Completion Status/Reviewer Comments</u>	<u>OSPI Response/Update on SEA Application</u>
<p><u>n-size waiver:</u> An SEA that requested the n-size waiver:</p> <ul style="list-style-type: none"> • Checked the corresponding assurances (<i>including the notice and comment period assurance</i>). • Public notice and comments attached. Note when the public comment period ends and if any comments were opposed to the waiver. • Excluded schools with an assessed student population of less than ___ students from its pool of Tier I and Tier II schools. 	<p><input type="checkbox"/> Complete/Meets Requirements</p> <p><input checked="" type="checkbox"/> Insufficient information</p> <ul style="list-style-type: none"> ➤ Must attach a list of 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. (See n-size waiver assurance – p. 31 in SEA application). ➤ Must include in its list of Tier III schools any schools excluded in its Tier I and Tier II pools due to this waiver. (See n-size waiver assurance – p. 31 in SEA application). <p><input type="checkbox"/> Did not request waiver</p>	<p>This list of schools is included in a spreadsheet in Attachment 1. N<30 schools are on the last page of the Tier I, II, III list.</p>

SEA APPLICATION OUTSTANDING ISSUES

SECTION C: CAPACITY (Check to see if the SEA used the same information as FY 2009 or revised the section for FY 2010.)		
<u>Required Element</u>	<u>Completion Status/ Reviewer Comments</u>	<u>OSPI Response/Update on SEA Application</u>
<p>(2)The SEA has explained:</p> <ul style="list-style-type: none"> ○ what it will do if it determines that an LEA has more capacity than the LEA claims <p><u>To meet this requirement:</u></p> <ul style="list-style-type: none"> ○ <i>The SEA must state that it will take some type of action.</i> ○ <u>Example of Acceptable Evidence:</u> <i>The SEA will go back to the LEA to discuss capacity issues.</i> 	<p><input checked="" type="checkbox"/> Complete/Meets Requirements</p> <p style="background-color: yellow;">This description appears to describe what SEA would do if the LEA did not have capacity, whereas the question asks what will SEA do if LEA has MORE capacity</p>	<p>The following has been added to Section C – Capacity on pages 19-20.</p> <p>(1) If OSPI determines the district has more capacity than is indicated in its application, OSPI will meet with district leadership to:</p> <ul style="list-style-type: none"> a. Discuss capacity issues identified by the district as impacting its ability to fully and effectively implement one of the four interventions (e.g., insufficient numbers of f teachers and administrators with capacity to turnaround its Tier I and Tier II schools; lack of comprehensive assessment that informs instructional decisions at the individual student, classroom, school, and district level); b. Review data and other evidence used by the State to determine the district does have sufficient capacity to fully and effectively implement one of the four interventions (e.g., analysis of district leadership and teacher quality indicating sufficient educators with capacity to turnaround low-achieving schools; access to high-quality professional development through the State and regional Educational Service Districts); and c. Support the district to identify ways in which it can utilize its current capacity to fully and effectively implement the intervention. <p>(2) If requested, OSPI will provide support to districts in the following areas:</p> <ul style="list-style-type: none"> a. Quality Instruction: Provide professional development and coaching support to administrators and teacher/leaders to build capacity for implementing evidence-based practices and innovations essential for substantially raising the achievement of all students and turning around low achieving schools. Areas include: implementing classroom walkthrough protocols and research based instructional strategies and models; aligning curriculum, assessments, and interventions with State standards in reading and mathematics and addressing identified gaps; ensuring continuous use of student data to inform and differentiate instruction; and developing capacity of teachers and principals as instructional leaders. b. Effective Human Management Systems: Provide administrators and teacher/leaders leaders with professional development to build human

		<p>management systems for recruiting, hiring, assigning, training, evaluating, and retaining teachers and leaders effective in turning around low-achieving schools.</p> <p>c. Effective Use of Formative, Interim, and Summative Data: Provide administrators and teacher/leaders with professional development to gather, analyze, store, and retrieve a variety of data to measure progress toward meeting leading indicators and annual achievement goals. Additional technical assistance in using Washington’s <i>Online Tracker</i> for improvement planning and <i>DataDirector</i>™ for formative and summative assessments will be provided.</p> <p>d. Implementation of Title I Schoolwide Program in Targeted Assistance Tier I or Tier II School(s): Prepare administrators and teacher/leaders in targeted assistance Tier I or Tier II participating school(s) to operate a Title I schoolwide program in order to fully implement the selected intervention model(s).</p> <p>e. Qualified EMOs: Identify and vet a pool of Comprehensive Educational Service Providers demonstrating success at turning around low-achieving schools, substantially raising student achievement, and providing a variety of specialized technical assistance in areas such as data analysis, classroom walkthrough protocols, implementation of evidence-based instructional model(s), alignment of curriculum to State standards and inclusion of supplementary materials to address identified gaps, and leadership development.</p>
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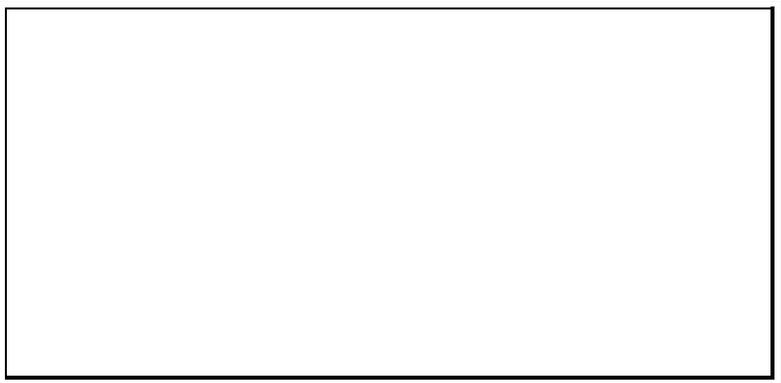
Evidence from Application	
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<p><u>SEA app page 19;</u> From SEA app: If OSPI determines the district has more capacity than is indicated in its application, OSPI will provide support to districts in the following areas:</p> <p>a. Quality Instruction: Provide professional development and coaching support to administrators and teacher/leaders to build capacity for implementing evidence-based practices and innovations essential for substantially raising the achievement of all students and turning around low achieving schools. Areas include: implementing classroom walkthrough protocols and research based instructional strategies and models; aligning curriculum, assessments, and interventions with State standards in reading and mathematics and addressing identified gaps; ensuring continuous use of student data to inform and differentiate instruction; and developing capacity of teachers and principals as instructional leaders.</p> <p>b. Effective Human Management Systems: Provide administrators and teacher/leaders with professional development to build human management systems for recruiting, hiring, assigning, training, evaluating, and retaining teachers and leaders effective in turning around low-achieving schools.</p> <p>c. Effective Use of Formative, Interim, and Summative Data: Provide administrators and teacher/leaders with professional development to gather, analyze, store, and retrieve a variety of data to measure progress</p>	
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toward meeting leading indicators and annual achievement goals. Additional technical assistance in using Washington's *Online Tracker* for improvement planning and *DataDirector*™ for formative and summative assessments will be provided.

d. Implementation of Title I Schoolwide Program in Targeted Assistance Tier I or Tier II School(s): Prepare administrators and teacher/leaders in targeted assistance Tier I or Tier II participating school(s) to operate a Title I schoolwide program in order to fully implement the selected intervention model(s).

e. Qualified EMOs: Identify and vet a pool of Comprehensive Educational Service Providers demonstrating success at turning around low-achieving schools, substantially raising student achievement, and providing a variety of specialized technical assistance in areas such as data analysis, classroom walkthrough protocols, implementation of evidence-based instructional model(s), alignment of curriculum to State standards and inclusion of supplementary materials to address identified gaps, and leadership development.



SECTION D (Parts 2-8): DESCRIPTIVE INFORMATION (Check to see if the SEA used the same information as FY 2009 or revised the section for FY 2010.)		
<u>Required Element</u>	<u>Completion Status/Reviewer Comments</u>	<u>OSPI Response/Update to SEA Application</u>
<p>(5) The SEA has described:</p> <ul style="list-style-type: none"> ○ how it will prioritize SIG grants to LEAs if the SEA does not have sufficient SIG funds to serve all eligible schools for which each LEA applies ○ <i>Example of Acceptable Evidence: The SEA may prioritize based on the number of schools an LEA commits to serve, the intervention the LEA will implement, the poverty level of the schools in the LEA, etc.</i> 	<p><input checked="" type="checkbox"/> Complete/Meets Requirements—</p> <p>However, is there an issue with prioritizing required action districts; it is not completely clear that these districts may prevent other districts from being awarded 2010 funds.</p>	<p>The following language has been added to Section D – Timeline on pages 22 and 28:</p> <ol style="list-style-type: none"> 1. Greatest Need: Districts designated for required action demonstrate the lowest achievement in the all students group in reading and mathematics combined based on the past three years of state assessment data and demonstrate the most significant negative improvement trend over a three year period less than the State's trend when compared to other persistently low-achieving schools on the Tier I or Tier II list. Districts given this designation may prevent other Tier I or Tier II schools from receiving a 2010 SIG award.

Evidence from Application

SEA app page 26; LEA app page 4

From SEA app:

In the event OSPI does not have sufficient school improvement funds to serve all eligible schools for which each district applies, allocations will be prioritized as described in Section D Part 1 (1). Specifically, funds will be allocated as prescribed in federal guidelines and recently enacted State legislation. OSPI will prioritize based on criteria listed below.

i. Districts that apply to serve Tier I or Tier II schools or districts that have been designated for required action through E2SSB 6696.

Additional consideration may be given to the following:

1. Geographic distribution of Tier I and Tier II schools throughout the State.

2. Number of schools served in each tier.

3. Size of schools within each tier.

ii. If *SIG* grants have been awarded to each district that requested funds to serve a Tier I or Tier II school, then OSPI may award remaining *SIG* funds to districts that seek to serve Tier III schools, including districts that apply to serve only their Tier III schools.

iii. A district with one or more Tier I schools will not be awarded *SIG* funds to serve only its Tier III schools.

iv. Funds will not be awarded to districts for their Tier III schools, unless and until OSPI has awarded funds to fully serve all Tier I and Tier II schools across the state that districts commit to serve.

Additional information related to final funding follows: **See table on page 26 of SEA app—would not copy in PDF**

LEA APPLICATION OUTSTANDING ISSUES

An SEA must develop an LEA application that it will use to make SIG subgrants. The LEA 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 SIG funds.		
<u>Required Element</u>	<u>Completion Status/Reviewer Comments</u>	<u>OSPI Response/Update to SEA Application</u>
D. ASSURANCES:		E.
	The SEA should add language noting which assurances were added by the State in Section D of the LEA application.	The following was added to Page 9 of the LEA Application, in the Assurances section: <i>Note: Assurances #4, 10 and 22 are new</i>
(1)The LEA application requires an LEA to provide an assurance that it will: ○ use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements	<input checked="" type="checkbox"/> Included/Meets Requirements	
(2)The LEA application requires an LEA to provide an assurance that it will: ○ establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.	<input checked="" type="checkbox"/> Included/Meets Requirements	
(3)The LEA application requires an LEA to provide an assurance that: ○ if it implements a restart model in a Tier I or Tier II school, it will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements	<input checked="" type="checkbox"/> Included/Meets Requirements	
(4)The LEA application requires an LEA to provide an assurance: ○ that it will report to the SEA the school-level data required under section III of the final requirements	<input checked="" type="checkbox"/> Included/Meets Requirements	

Department of Education Requested Clarifications and Washington State OSPI Responses January 19, 2011			
Section, Page	Issue	Former Wording	New Wording
Application Section Page 16, B-1(2)	Pre-Implementation	Each district’s application and subsequent monitoring of pre-implementation activities will be assessed based on the extent to which the district addresses the components listed below.	For every district that plans to carry out pre-implementation activities, the application and subsequent monitoring of pre-implementation activities will be assessed based on the extent to which the district addresses the components listed below.
Application Section Page 22, D Part 1	Allocation of funds	Funds will be allocated as prescribed in federal guidelines and recently enacted State legislation.	Funds will be allocated as prescribed in federal guidelines.
Application Section Page 26, D-2(c)	Renewal	OSPI will consider the criteria listed below when determining whether to renew all or a portion of the district’s SIG with a summary of its findings by April 30	OSPI will consider the criteria listed below when determining whether to renew all or a portion of the district’s SIG (and for those districts designated for required action) with a summary of its findings by April 30
Attachment 3 “Attachment B,” page 2	External Providers	Question #3b: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District, external consultants, the District and School Improvement and Accountability Division (DSIA) of OSPI, regional Education Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO].)	Question #3b: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District. This may include the use of external consultants, the District and School Improvement and Accountability Division (DSIA) of OSPI, regional Education Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO].) NOTE: The use of external partners is not required, but is an option at the discretion of the district.
Attachment 3 “Attachment B,” page 3	Pre-Implementation	Question #4: Provide a three-year timeline delineating the steps the District will take to implement the selected intervention model(s) in each Tier I and Tier II school identified in this application. The timeline should also identify pre-implementation activities that will be utilized in spring and summer 2011 to prepare for full and effective implementation of the selected intervention(s) in the 2011-12 school year. Note: Activities in the timeline should correspond directly to the budget and to the responses to Questions #3b - #3e provided in this application.	Question #4: Provide a three-year timeline delineating the steps the District will take to implement the selected intervention model(s) in each Tier I and Tier II school identified in this application. For every district that plans to carry out pre-implementation activities, the timeline should also identify pre-implementation activities that will be utilized in spring and summer 2011 to prepare for full and effective implementation of the selected intervention(s) in the 2011-12 school year. Note: Activities in the timeline should correspond directly to the budget and to the responses to Questions #3b - #3e provided in this application.
Attachment 3 “Attachment B,” page 6, question 5a	Renewal	Added wording:	Note: Districts in Cohort II of School Improvement Grants update their SIG budgets each spring for the subsequent school year (i.e., 2012-13 and 2013-14) through OSPI’s electronic application system. OSPI will consider the criteria listed below when determining whether to renew all or a portion of the

			<p>district’s <i>SIG</i> (and for those districts designated for required action) and will provide each district with a summary of its findings by April 30.</p> <ol style="list-style-type: none"> a. Monthly or quarterly reports or formative assessment data to determine on an ongoing basis if the school is on track to meet annual goals and targets for leading indicators. b. Evidence of the district’s commitment and fidelity of implementation of the intervention model(s), as described in Section B of its application. c. Actions the district has taken to build capacity for using <i>SIG</i> funds to provide adequate resources and related support to each Tier I and Tier II school identified in the district’s application in order to implement fully and effectively the selected intervention in each of those schools. d. As it becomes available, the difference between annual goals and leading indicators established in the district’s application/approved by OSPI and the annual outcomes for each school. e. As it becomes available, the difference between individual school results and state results on state assessments in reading and mathematics for both absolute performance and growth/gains for the “all students” group and for each subgroup. <p>Note: If the school is not making satisfactory progress as indicated through monthly or quarterly reports or formative assessment data, then the district is required to describe actions it will take to accelerate improvement in identified school(s); provide rationale for the lack of progress in identified school(s); explain why consideration should be given to continued funding for that school(s); and identify actions the district will take in order to accelerate improvement in that school(s).</p>
<p>Attachment 3, Section D: Assurances, Page 9</p>	<p>SEA Assurances and ED Assurances separated</p>	<p style="text-align: center;">SECTION D: ASSURANCES</p> <p><i>Note: Assurances #4, 10 and 22 are new</i></p> <ol style="list-style-type: none"> 1. Use its School Improvement Grant to implement fully and effectively an intervention model in each Tier I and Tier II school that the District commits to serve, consistent with the final requirements; 2. Establish annual goals for student 	<p style="text-align: center;">SECTION D: ASSURANCES</p> <p><i>Note: Assurances #7, 10 and 22 are new</i></p> <p>US Department of Education Assurances:</p> <ol style="list-style-type: none"> 1. Use its School Improvement Grant to implement fully and effectively an intervention model in each Tier I and Tier II school that the District commits to serve, consistent with the final requirements;

		<p>achievement on the State’s assessments in both reading and mathematics, and if applicable, goals for reducing dropout rates, and measure progress on the leading indicators and locally or state determined interim assessments in order to monitor each Tier I and Tier II school that it serves with <i>SIG</i> funds;</p> <ol style="list-style-type: none"> 3. If applicable, establish goals (approved by OSPI) to hold accountable its Tier III schools that receive school improvement funds (goals and leading indicators subject to approval by OSPI); 4. Implement one or more research-based strategies or practices that align with required elements of the selected intervention(s) and the school’s grade band, such as Response to Intervention System (RtI), assessment systems (e.g., Kindergarten Readiness Pilot [WaKIDS], Mathematics Benchmark Assessments), social-emotional support programs (e.g., Navigation 101, PBIS [Positive Behavior Intervention System], AVID [Advancement Via Individual Determination]), or STEM [Science, Technology, Engineering, and Mathematics]; 5. If implementing 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; 6. Participate in on-site monitoring and technical assistance visits to verify successes and address challenges associated with implementation; 7. Report the required school-level data in a manner determined by Office of Superintendent of Public Instruction (OSPI); 8. Utilize an OSPI-specified online tool (i.e., Washington’s <i>Online Tracker</i>) for posting intervention plans and providing ongoing 	<ol style="list-style-type: none"> 2. Establish annual goals for student achievement on the State’s assessments in both reading and mathematics, and if applicable, goals for reducing dropout rates, and measure progress on the leading indicators and locally or state determined interim assessments in order to monitor each Tier I and Tier II school that it serves with <i>SIG</i> funds; 3. If applicable, establish goals (approved by OSPI) to hold accountable its Tier III schools that receive school improvement funds (goals and leading indicators subject to approval by OSPI); 4. If implementing 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; 5. Report the required school-level data in a manner determined by Office of Superintendent of Public Instruction (OSPI); <p>SEA Assurances:</p> <ol style="list-style-type: none"> 6. Implement one or more research-based strategies or practices that align with required elements of the selected intervention(s) and the school’s grade band, such as Response to Intervention System (RtI), assessment systems (e.g., Kindergarten Readiness Pilot [WaKIDS], Mathematics Benchmark Assessments), social-emotional support programs (e.g., Navigation 101, PBIS [Positive Behavior Intervention System], AVID [Advancement Via Individual Determination]), or STEM [Science, Technology, Engineering, and Mathematics]; 7. Participate in on-site monitoring and technical assistance visits to verify successes and address challenges associated with implementation; 8. Utilize an OSPI-specified online tool (i.e., Washington’s <i>Online Tracker</i>) for posting intervention plans and providing ongoing evidence of implementation and impact of intervention efforts. Data include, but are not limited to, findings from needs assessments/audits and analyses, classroom walkthrough summary data, student- and classroom-level assessment data and interventions, and progress toward leading indicators and other
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		<p>evidence of implementation and impact of intervention efforts. Data include, but are not limited to, findings from needs assessments/audits and analyses, classroom walkthrough summary data, student- and classroom-level assessment data and interventions, and progress toward leading indicators and other performance indicators. Details regarding leading indicators are available on page 66370 of the Final Notice at http://www2.ed.gov/programs/sif/2010-27313.pdf;</p> <ol style="list-style-type: none"> 9. Hold their Tier I and Tier II schools served with <i>SIG</i> funds accountable each year for meeting, or being on track to meet, achievement goals with respect to all students and each subgroup of students in reading and mathematics and for making progress on leading indicators; 10. Utilize the schoolwide waiver to implement, as applicable, a schoolwide Title I program in each targeted assistance Tier I and Tier II school to support full and effective implementation of the selected intervention in 2011-12 (Note: A targeted assistance school that receives <i>SIG</i> funds to begin implementation of an intervention model in the 2011-12 school year must become a schoolwide school, through the schoolwide waiver, beginning in the 2011-12 school year. The district is required to apply for the schoolwide waiver in order to operate the Title I schoolwide program in a targeted assistance Tier I or Tier II participating school. To the extent the percentage of students from low-income families attending a Tier I school operating a targeted assistance program is at or about 40 percent, a waiver is not needed); 11. Take part in any United States Department of Education (ED) evaluations of the school improvement grant and OSPI's three-year evaluation of statewide improvement initiatives; 	<p>performance indicators. Details regarding leading indicators are available on page 66370 of the Final Notice at http://www2.ed.gov/programs/sif/2010-27313.pdf;</p> <ol style="list-style-type: none"> 9. Hold their Tier I and Tier II schools served with <i>SIG</i> funds accountable each year for meeting, or being on track to meet, achievement goals with respect to all students and each subgroup of students in reading and mathematics and for making progress on leading indicators; 10. Utilize the schoolwide waiver to implement, as applicable, a schoolwide Title I program in each targeted assistance Tier I and Tier II school to support full and effective implementation of the selected intervention in 2011-12 (Note: A targeted assistance school that receives <i>SIG</i> funds to begin implementation of an intervention model in the 2011-12 school year must become a schoolwide school, through the schoolwide waiver, beginning in the 2011-12 school year. The district is required to apply for the schoolwide waiver in order to operate the Title I schoolwide program in a targeted assistance Tier I or Tier II participating school. To the extent the percentage of students from low-income families attending a Tier I school operating a targeted assistance program is at or about 40 percent, a waiver is not needed); 11. Take part in any United States Department of Education (ED) evaluations of the school improvement grant and OSPI's three-year evaluation of statewide improvement initiatives; 12. Comply with all federal and state statutes and administrative regulations and all program plans and applications which are applicable to each model included in this application; 13. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the applicant and in the event of an audit exception, repay federal funds upon completion of audit resolution; 14. Adopt and use proper methods of administering each program in this application, including but not limited to the enforcement of any obligations imposed by federal and state statutes and administrative rules on the applicant responsible for carrying out each program and
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Attachment 4, "Attachment C," page 9	External Partners	Q3b: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District, external consultants, the District and School Improvement and Accountability Division (DSIA) of OSPI, regional Educational Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO]).	<p>Q 3b: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District. This may include the use of external consultants, the District and School Improvement and Accountability Division (DSIA) of OSPI, regional Education Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO].) NOTE: The use of external partners is not required, but is an option at the discretion of the district.</p> <p>If the District plans to use an external lead partner organization or EMO, explain actions the District has taken, or will take, to recruit, screen, and select external provider(s). Districts may contact DSIA for information regarding state-approved external providers.</p>
Attachment 4, "Attachment D," page 8, Q3b.	External Partners	Q3b: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District, external consultants, the District and	Q3b: For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District. This may include the use of external consultants, the District and School Improvement and

		School Improvement and Accountability Division (DSIA) of OSPI, regional Educational Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO]).	Accountability Division (DSIA) of OSPI, regional Education Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO].) NOTE: The use of external partners is not required, but is an option at the discretion of the district.
Attachment 4, "Attachment D," page 15, Q5a.	Renewal	Added language to question:	Progress towards annual goals will be reviewed to determine grant renewal.