School Improvement Grant (SIG) Information Session

Alabama State Department of Education
Federal Programs
FY 2011
Session Overview

• Part I
  • Outcomes
  • Purpose of the School Improvement Grant
  • Alabama’s Revised Definition of Persistently Lowest-Achieving
  • Determining Tiers
  • LEA Priority for Serving Schools
  • Financial Opportunities

• Part II
  • USDOE Intervention Models
Session Overview (cont’d)

- Part III
  - Tier Application Documents
  - Timeline
  - Other Information

- Question and Answer Session
Session Outcomes

Participants will better understand:

- The purpose and tenets of the School Improvement Grant
- Alabama’s revised definition of “persistently lowest-achieving schools” (PLA);
- The four USDOE required intervention models for identified schools;
- The LEA/school application process
- The timeline for support, submission, and implementation.
Participants should have the following handouts:

- **SIG PowerPoint presentation** (available after the webinar)
- **Alabama’s revised definition of PLA** (DRAFT)
- **Tier Application Documents** (DRAFT)
- **SIG Guidance February 23, 2011**
- **SIG Final Requirements**
School Improvement Grant Purpose

The goal for the use of the SIG is to

- Provide funding opportunities to allow LEAs to effectively turn around identified schools
  - Competitive application process

- Encourage LEAs to focus support on persistently lowest-achieving schools.
Secretary Duncan’s Expectations

“...Our goal is to turn around the 5,000 lowest-performing schools over the next five years, as part of our overall strategy for dramatically reducing the drop-out rate, improving high school graduation rates, and increasing the number of students who graduate prepared for success in college and the workplace.”

Arne Duncan
Secretary of Education
August 2009
Alabama’s Revised Definition of Persistently Lowest-Achieving (PLA) Schools
Clarifying the PLA Definition

• How did the state define elementary and secondary?
  • Elementary
  • Secondary

• What is the difference between Title I eligible and Title I served?
  • Eligible, but not served – poverty level 35% or greater but not selected for service by LEA
  • Served – currently identified for service by LEA
Clarifying the definition (cont’d)

- Over what period of time were schools reviewed?
  - Three consecutive years

- What indicators were reviewed?
  - Number of students scoring proficient (Levels III and IV) in Reading/English Language Arts and Mathematics

- Minimum N
  - Any school with an N count below 40 will be identified based on the established criteria but will not be eligible for funding
Performance Measure

- The performance measures for the definitions of Tier I and Tier II are the graduation rates under 60% for three consecutive years and the three-year sum of percentages of tested students in the “all students” group who were enrolled in the same school for a “full academic year” scoring proficient or higher in reading and mathematics on the Alabama Reading and Mathematics Test (ARMT), the Alabama High School Graduation Examination (AHSGE), and the Alabama Alternative Assessment (AAA) as required by Section 1111(b)(3) of the Elementary and Secondary Education Act.
Performance Measure

- For the purpose of the FY 2011 definition, the years that will be used to determine the three-year sum of percentages of tested students will be the FY 2008 (2007-2008), FY 2009 (2008-2009) and FY 2010 (2009-2010) school years.

- The years that will be used to determine the graduation rates under 60% will be the FY 2008 (2007-2008), FY 2009 (2008-2009) and FY 2010 (2009-2010) school years.
Lack of Progress Measure

- The lack of progress measure for the definitions of Tier I and Tier II is failing to make adequately yearly progress for two (2) consecutive years.
- For the purpose of the FY 2011 definition, the years that will be used to determine lack of progress will be the FY 2009 (2008-2009) and FY 2010 (2009-2010) school years.
Persistently Lowest-Achieving Schools

- Lowest-achieving schools are those schools with the lowest three-year sum or those schools that have graduation rates under 60% for three consecutive years utilizing the Performance Measure and Lack of Progress above.
Tier I

A school that is in the lowest five percent (5%) or lowest five (5) schools, whichever is greater, of the group of schools that (a) are Title I-served schools and (b) are identified in any one of the School Improvement categories as defined in the federal *No Child Left Behind Act of 2001*, 20 U.S.C. secs. 6301 et seq., or its successor.

Or

A school whose graduation rate, based on the state’s approved graduation rate calculation, is less than sixty percent (60%) for three (3) consecutive years, in the group of schools that (a) contain a grade of 12 and (b) are Title I served schools.
Tier II

- A school that is in the lowest five percent (5%) or lowest five (5) schools, whichever is greater, of the group of schools that (a) have any combination of grades, but contains a grade above 8, (b) are eligible for, but do not receive Title I funds, and (c) have at least a poverty level of 35% or greater, as defined in the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor.

Or

- A school whose graduation rate, based on the state’s approved graduation rate calculation, is less than sixty percent (60%) for three (3) consecutive years, in the group of schools that (a) contain a grade of 12, (b) are eligible for, but do not receive Title I funds, and (c) have at least a poverty level of 35% or greater, as defined in the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor.
Tier III

- Remaining schools that (a) are Title I-served schools, (b) are identified in any one of the school improvement categories as defined in the federal *No Child Left Behind Act of 2001*, 20 U.S.C. secs. 6301 et seq., or its successor, and (c) are not included in the definitions of Tier I and Tier II above.
Determining Tier I Schools

- Tier I schools were chosen from a pool of 67 Title I-served schools in any category of School Improvement. Choosing five percent (5%) of the schools in this pool would result in 3 or 4 schools. Therefore, five schools (5) were chosen because it is greater than five percent (5%) of the pool.

- Tier I schools were chosen from the pool based on the lowest three-year sum of percentages of tested students in the “all students” group who were enrolled in the same school for a “full academic year” scoring proficient or higher in reading and mathematics on the state’s assessments.
Determining Tier I Schools

- Alabama did not have any schools whose graduation rate, based on the state’s approved graduation rate calculation, was less than sixty percent (60%) for three (3) consecutive years, in the group of schools that (a) contain a grade of 12 and (b) are Title I served schools.
Determining Tier II Schools

- Tier II schools were chosen from a pool of 160 Title I-eligible, but non-served schools containing a grade above 8. Also added to this pool were 45 Title I-served schools in any category of School Improvement containing a grade above 8. This is a total pool of 205 schools. Choosing five percent (5%) of the schools in this pool would result in 11 schools. Therefore 11 schools were chosen because five percent (5%) of the pool is greater than five (5).

- Tier II schools were chosen from the pool based on the lowest three-year sum of percentages of tested students in the “all students” group who were enrolled in the same school for a “full academic year” scoring proficient or higher in reading and mathematics on the state’s assessments.
Determining Tier II Schools

- Alabama did not have any schools whose graduation rate, based on the state’s approved graduation rate calculation, was less than sixty percent (60%) for three (3) consecutive years, in the group of schools that (a) contain a grade of 12, (b) are eligible for, but do not receive Title I funds, and (c) have at least a poverty level of 35% or greater, as defined in the federal *No Child Left Behind Act of 2001*, 20 U.S.C. secs. 6301 et seq., or its successor.
Determining Tier III Schools

- Tier III schools were made up of the remaining Title I-served schools in any category of School Improvement that were not chosen as Tier I or Tier II schools.
USDOE Financial Commitment

- Identified schools can qualify for $50,000 - $2,000,000 per school
- Grant allocation is renewable for up to two (2) additional years
- Grant period ends September 2014
LEA Options for Serving Schools

- LEAs that apply for a SIG 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.

- LEAs retain the discretion to determine whether it will serve any or all of its Tier II and Tier III schools.

  - See SIG Guidance dated February, 2011 – Section H.
**LEA Priority for Serving Schools**

<table>
<thead>
<tr>
<th>If an LEA has one or more…</th>
<th>In order to get SIG funds, the LEA must commit to serve…</th>
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<tbody>
<tr>
<td>Tier I, Tier II, and Tier III schools</td>
<td>Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school</td>
</tr>
<tr>
<td>Tier I and Tier II schools, no Tier III schools</td>
<td>Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school</td>
</tr>
<tr>
<td>Tier I and III schools, no Tier II schools</td>
<td>Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school</td>
</tr>
<tr>
<td>Tier II and Tier III schools, no Tier I schools</td>
<td>The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes</td>
</tr>
</tbody>
</table>

Source: SIG Guidance, 2011
## LEA Priority for Serving Schools (cont’d)

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</tr>
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</table>

Source: SIG Guidance, 2011
Questions

• Do you have any questions regarding how schools were identified as PLA?

• Do you have any questions regarding how your LEA will prioritize service?
Part II
SIG Requirements

- Schools identified in Tiers I and II **MUST** implement one of the four required intervention models.

- Schools identified in Tier III **MAY** implement one of the four required intervention models OR may choose to implement other school improvement activities. Tier III schools that choose to do an intervention model are required to complete the Tier I and Tier II Application process.
Intervention Models

- Turnaround
- Restart
- School Closure
- Transformation
# Turnaround Model Required Elements

## Teacher and Leaders
- Replace principal
- Use locally adopted “turnaround” competencies to review and select staff (50% existing rehire maximum)
- Implement strategies to recruit, place, and retain staff

## Instructional and Support Strategies
- Instructional program based on student needs, SBR, aligned vertically and to ACOS
- Job embedded PD
- Continuous use of data to inform and differentiate instruction

## Time and Support
- Increased learning time for staff and students
- Social-emotional and community oriented services and supports

## Governance
- New governance structure
- Operating flexibility to principal

*Source: NASTID, 2010*
Restart Model

- LEA closes and reopens a school under an education management organization (EMO)
Restart AYP

- LEA must rigorously review external management operators and submit process to the SDE

- Must enroll all former students who wish to attend

- If the LEA chooses, restart activities may be implemented in phases across the grade span

- Any schools that choose to implement the Turnaround or Restart Model will have the option of starting over in the Adequate Yearly Progress (AYP) process.
School Closure Model

LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
School Closure Model

• Alternate schools should be within reasonable proximity to the closed school

• SIG funds will generally be on a one-time assignment and may be used for activities such as:
  o Parent and community outreach
  o Transition services
  o Orientation activities
Transformation Model Required Elements

Teacher and Leaders
- Replace principal
- Implement new evaluation system
  - Developed with staff
  - Factors in student growth
- Reward staff who are increasing student outcomes
- Implement strategies to recruit, place, and retain staff

Instructional and Support Strategies
- Instructional program based on student needs, SBR, aligned vertically and to ACOS
- Job embedded PD
- Continuous use of data to inform and differentiate instruction

Time and Support
- Increased learning time for staff and students
- Ongoing mechanism for community and family engagement
- Partner to provided social-emotional and community oriented services and supports

Governance
- Operating flexibility to principal
- Ensure ongoing technical assistance

Source: NASTID, 2010
Remember the SIG Requirements

- All four models require that the principal be removed

- Schools identified in Tiers I and II **MUST** implement one of the four required intervention models.

- Schools identified in Tier III **MAY** implement one of the four required intervention models OR may choose to implement other school improvement activities. **Tier III schools that choose to do an intervention model are required to complete the Tier I and Tier II Application process.**
Questions

- Do you have any questions regarding the four USDOE required models?
Part III
Tier Application Documents
Tier Application Documents

- Tier I and Tier II Application
- Tier I and Tier II Application Scoring Rubric
- Tier III Application
- Tier III Application Scoring Rubric
- Needs Assessment
- Final Requirements
- Budget for LEAs
LEA SIG Application

- Available on the “School Improvement Grants” button on SDE web site

- Application must include the revised 2011-2012 SIG Needs Assessment of CIP as the data foundation

- Data to address focus on each of the required areas of the Intervention Models
Changes to the Application

- LEA and School application is one document
- Pre-implementation Period
- Increased emphasis on Parent and Community Engagement
Measuring Progress

- Monthly walkthroughs and observations will be required based on the CIP review schedule (Reported to SDE quarterly)

- Visits from the SDE Federal Programs staff

- Annual Goals will be used to assess the progress of a served school. These goals should be closely aligned with CIP goals in reading/ELA and mathematics.

- Leading Indicators are additional metrics that will be used to assess the progress of a served school. See Handout. (Report quarterly)
FY 2011 SIG Timeline

- March 10th: SIG Information Web Session
- March 14th – April 21st: SIG Mini-Web sessions
- April 22nd: Extended to April 29th: ALL Applications due to SDE
- TBA: Tier I and Tier II awards announced
- TBA: Tier III awards announced
- Summer: Preparation for Pre-implementation Period
Questions

• Do you have any questions regarding the Tier Application documents?
• Do you have questions about the SIG Timeline?
Question & Answer Session
Technical Assistance and Support

Eligibility and Awards
• Contact Dr. Marcus Vandiver—mvandiver@alsde.edu

Development of the application
• Contact Dr. Marcus Vandiver—mvandiver@alsde.edu

SIG General Questions
• Contact Dr. Marcus Vandiver—mvandiver@alsde.edu
• Contact Ann Allison—aallison@alsde.edu
References

- U. S. Department of Education

- Alabama Department of Education
  - [http://www.alsde.edu](http://www.alsde.edu)
    - Click on the School Improvement Grant button located on the homepage