Welcome!
Please be sure your school system has signed in prior to the start of the meeting.
Housekeeping Tasks

- Cell phones
- Restrooms/Breaks
- Question cards
Session Overview

• Part I - Dr. Deann K. Stone, Director of Federal Programs
  • Agenda and Outcomes
  • Purpose of the School Improvement Grant
  • Alabama’s Definition of Persistently Lowest-achieving
  • LEA Priority for Serving Schools
  • Financial Opportunities

• Part II- Mrs. Ann Allison, SIG Administrator
  • USDOE Intervention Models
Session Overview (cont’d)

- Part III – Mrs. Reeda Betts, ARI Administrator
  - State Transformation Model Options

- Part IV – Dr. Catherliene Williamson, School Improvement Liaison
  - LEA Application Process and Timeline
  - Technical Assistance Scheduling

- Final Question and Answer Session
Participants will better understand

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

- PowerPoint presentation
- Alabama’s definition of PLA
- Menu of Options for Alabama’s Transformation Model and expanded information for selected programs
- LEA Application
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.
“...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 Definition of Persistently Lowest-achieving (PLA) Schools
Clarifying the definition

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

- What is the difference between Title I eligible and Title I served?
  - Eligible – poverty level 35% or greater but not selected for service by LEA
  - Served – currently identified for service by LEA
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
  - No confidence interval
  - No uniform averaging
  - No safe harbor
  - No additional calculations for determining proficiency index (Level II does not count as .5)
Tier I

- Lowest achieving five (5) of all Title I schools in improvement, corrective action or restructuring based on proficiency of “all students” group reading/ELA and mathematics combined over past three years; and

- Title I high school (containing grade 12) with a graduation rate below 60% over past three years; and

- Title I eligible or served elementary school, in the bottom 20% of all schools on proficiency of “all students” group reading/ELA and mathematics combined.
Tier II

- Lowest achieving five (5) Title I eligible, but not served, secondary schools based on proficiency of “all students” group reading/ELA and mathematics combined over past three years; and

- Title I eligible, but not served, high school (containing grade 12) with a graduation rate below 60% over past three years; and

- Title I eligible or served secondary school in the bottom 20% on proficiency of “all students” group reading/ELA and mathematics combined.
Tier III

- Remaining Title I schools in improvement, corrective action, or restructuring not in Tier I; and

- Remaining schools (elementary and secondary) in the bottom 20% on proficiency of “all students” group reading/ELA and mathematics combined and do not qualify as Tier I or Tier II schools.
Additional conditions

• 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

• Proficiency Weighting
  • Any school identified in Tier I or II that exhibits a positive proficiency trajectory over three consecutive years will be moved to Tier III
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 2013
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 January, 2010 – 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>
</tr>
</thead>
<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>
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</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, 2010
If an LEA has one or more... | In order to get SIG funds, the LEA must commit to serve...
---|---
Tier I schools only | Each Tier I school it has capacity to serve
Tier II schools only | The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier III schools only | The LEA has the option to commit to serve as many Tier III schools as it wishes

Source: SIG Guidance, 2010
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?
Parts II and III

Mrs. Ann Allison
Mrs. Reeda Betts
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.
Intervention Models

- Turnaround
- Restart
- School Closure
- Transformation
<table>
<thead>
<tr>
<th>Teacher and Leaders</th>
<th>Instructional and Support Strategies</th>
<th>Time and Support</th>
<th>Governance</th>
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<tr>
<td>Replace principal</td>
<td>Instructional program based on student needs, SBR, aligned vertically and to ACOS</td>
<td>Increased learning time for staff and students</td>
<td>New governance structure</td>
</tr>
<tr>
<td>Use locally adopted “turnaround” competencies to review and select staff (50% existing rehire maximum)</td>
<td>Job embedded PD</td>
<td>Social-emotional and community oriented services and supports</td>
<td>Operating flexibility to principal</td>
</tr>
<tr>
<td>Implement strategies to recruit, place, and retain staff</td>
<td>Continuous use of data to inform and differentiate instruction</td>
<td>Source: NASTID, 2010</td>
<td></td>
</tr>
</tbody>
</table>
Restart Model

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

- 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.

- The school’s AYP history will be erased and the school will begin again.
LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
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:
  - Parent and community outreach
  - Transition services
  - Orientation activities
## Transformation Model Required Elements

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<td>• Implement new evaluation system</td>
<td>• Job embedded PD</td>
<td>• Ongoing mechanism for community and family engagement</td>
<td>• Ensure ongoing technical assistance</td>
</tr>
<tr>
<td>• Developed with staff</td>
<td>• Continuous use of data to inform and differentiate instruction</td>
<td>• Partner to provided social-emotional and community oriented services and supports</td>
<td></td>
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<tr>
<td>• Factors in student growth</td>
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<tr>
<td>• Reward staff who are increasing student outcomes</td>
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<tr>
<td>• Implement strategies to recruit, place, and retain staff</td>
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Source: NASTID, 2010
Alabama Transformation Model

- Core components
  - Response to Instruction framework
  - District Grant Coach will be assigned to districts
  - Concerns-Based Adoption Model (C-BAM)

- Selection from Menu of Services
  - Comprised of SDE initiatives
  - Selection at the discretion of LEA
  - See Handout for descriptions and contacts
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
Questions

• Do you have any questions regarding the four USDOE required models?
• Do you have any questions regarding the Alabama Transformation Model menu of options?
Part IV

Dr. Catherliene Williamson
LEA Application Process
LEA School Improvement Grant Application

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

• Application must include the revised 2009-2010 Needs Assessment of CIP as the data foundation

• Data to address focus on each of the required areas of the Intervention Models
Measuring Progress

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

- Leading Indicators are additional metrics that will be used to assess the progress of a served school. See Handout. (Report annually)
2010 SIG Timeline

- March 8 – 17: SIG Orientation Sessions
- March 11 – April 14: Onsite technical assistance
- April 15: First Round Applications due to SDE (LEAs with Tier I, II)
- April 16 – May 30: SDE review & selection of applications
- May 3: First Round awards announced and posted
- May 3: Second Round Applications due to SDE (LEAs with Tier III schools)
- June 1: Second Round awards announced and posted
- Summer: Prep for August implementation
Do you have any questions regarding the LEA application process?
Technical Assistance and Support

- Eligibility and Awards
  - Contact Ann Allison – aallison@alsde.edu
- SIG Questions
  - Contact your local Federal Programs Coordinator
  - Contact your SDE regional specialist
  - Contact Ann Allison
- Information regarding a component of the SDE Transformation Model Option
  - Contact information provided on your handout
- Development of the application
  - Schedule your onsite visit today by listing your system name and contact information on the sign up sheets provided
  - Contact Catherliene Williamson – cwilliamson@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