

School Improvement Grants

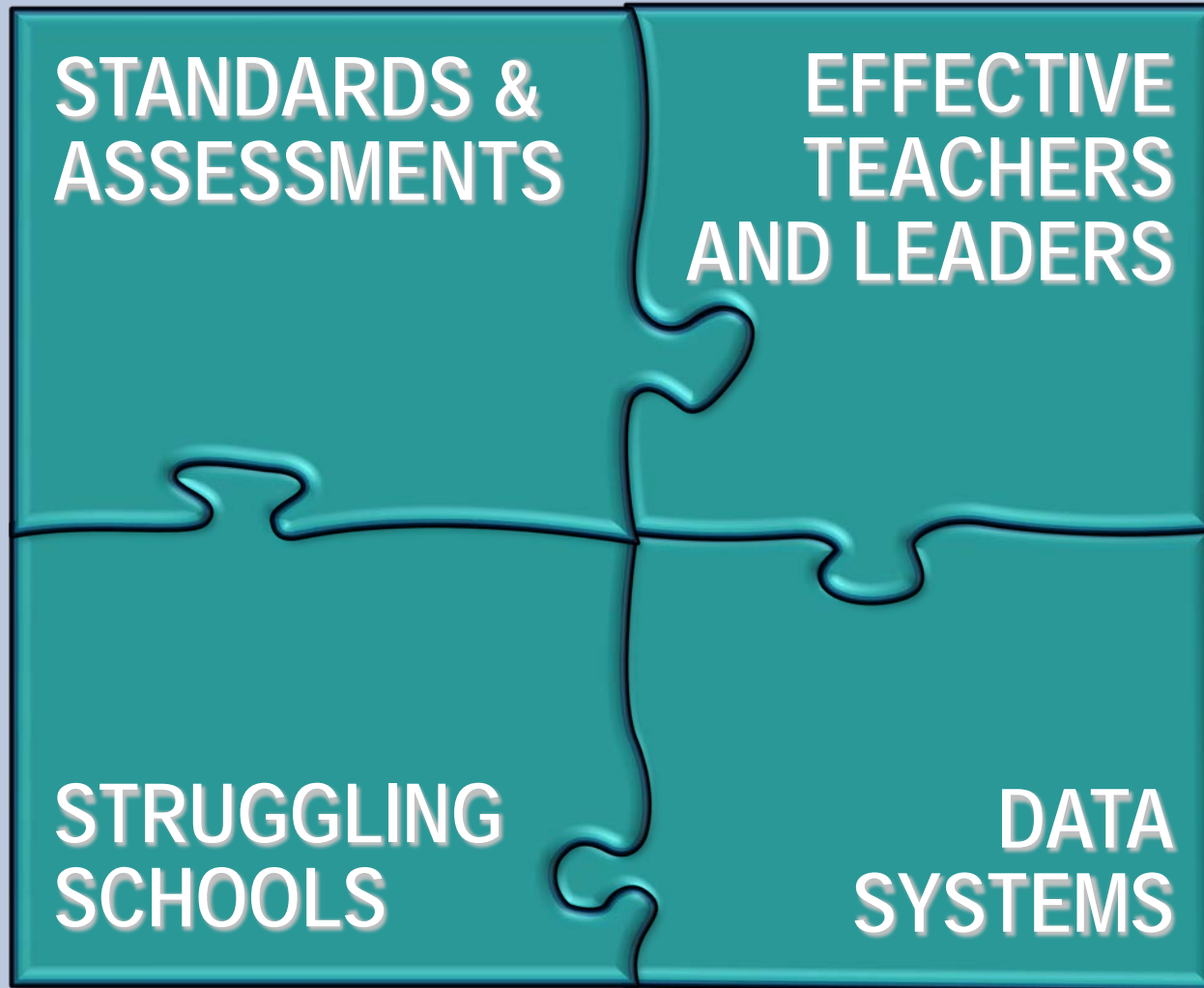
George Hancock, Coordinator
NC School Improvement Grants (SIG)
July 28, 2011

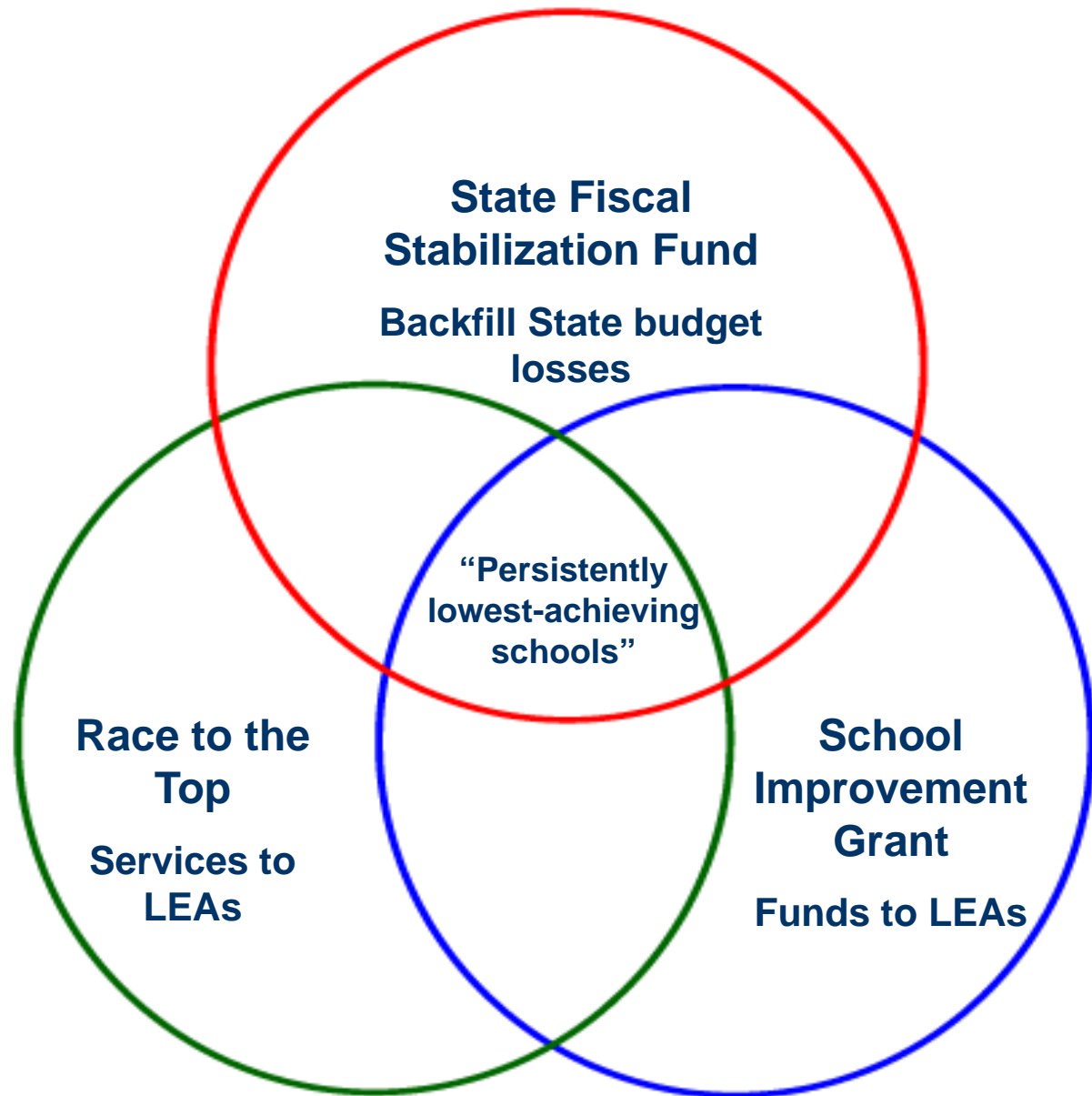


Welcome!



American Recovery and Reinvestment Act INTEGRATION OF FOUR REFORM PRIORITIES








SIG Goals and Purpose

- Students who attend a State's "persistently lowest-achieving" schools deserve better options and can't afford to wait
- Need to build capacity and support at all levels
- Not a one year activity
- **Focus on quality, not quantity**



Identifying “Persistently Lowest-Achieving Schools”

Two groups of schools:

- Tier I: Title I schools in improvement, corrective action, or restructuring
- Tier II: Secondary schools that are eligible for, but do not receive, Title I, Part A funds



2010-11 SIG Schools

- 18 local education agencies
- 24 schools
- \$63,367,811 allocated
- \$980,000 to \$6,000,000 per school for three years



Funding for 2011-12

- FY 09 Carryover - \$ 23,512,777.38
- Available through Sept. 30, 2013

- Estimated FY10 – \$ 14,000,000
- Available through Sept. 30, 2012



Persistently Lowest-Achieving (PLA) Schools

18 Tier I Schools

- Lowest 5% Title I Schools in School Improvement based on proficiency scores or
- Title I high schools with a graduation rate below 60%

27 Tier II Schools

- Lowest 5% Title I eligible, but not served secondary schools based on proficiency scores or
- Title I eligible, but not served high schools with a graduation rate below 60%



School Awards

- \$50,000 to \$2,000,000 per school renewable for up to three years
- Department believes minimum of \$500,000 is needed for Tier I and II
- Funds may only be used for SIG schools



School Awards

- May be reduced from LEA request if less is needed to implement the intervention
- May include any funds needed for pre-implementation activities (activities conducted prior to the beginning of the school year)



Planning for the Intervention

**Selecting the Intervention Model and
Partners/Providers for a Low-Achieving
School**

**A Decision-Making and
Planning Tool for the Local
Education Agency**

**Center on Innovation & Improvement
www.centerii.org**

Step 1: Develop Model and Partner/Provider Profiles

Model Profiles

- Transformation
- Turnaround
- Restart
- Closure

Partner/ Provider Profiles

- Lead
- Support
- Internal Partners

Step 2: Develop School Profile

School Profile

- Context
- Performance

Step 3: Determine Best-Fit Model and Partners/Providers for School

Intervention Models

- Which Model for this School?

Partners/External Providers

- Which Lead?
- Which Support(s)?
- Which Internal (LEA) Partner?

Step 4: Define Roles/Develop Contracts

Roles and Contracts

- Define Roles
- Set Performance Expectations
- Establish Benchmarks
- Establish Monitoring Procedures

Step 5: Forge Relationships

Working Relationships

- State
- LEA
- Partners/External Providers
- Principal
- School Teams
- Parents & Community



Intervention Models

- Must select 1 of 4 models for Tier I and Tier II schools
- Must fully implement the intervention



Restart

- Converts a school or closes and reopens
- Under a charter school operator, a charter management organization (CMO), or an education management organization (EMO)
- CMO or EMO selected through a rigorous review process



Turnaround

- Replace the principal
- Screen existing staff (measuring the effectiveness) and rehire no more than 50%
- Select new staff
- Provide ongoing job-embedded PD
- Adopt new governance structure
- Use data and promote its continuous use
- Extend learning time



Transformation

- Develop and increase teacher and school leader effectiveness
- Implement comprehensive instructional reform strategies
- Increase learning time and create community-oriented schools
- Provide operational flexibility



Teacher and school leader effectiveness

- Replace the principal
- Use evaluation system for teachers/principals
- Reward teacher leaders and remove ineffective teachers
- Provide ongoing job-embedded professional development
- Implement recruitment and retention strategies



Comprehensive instructional reform strategies

- Implement research-based programs
- Promote continuous use of student data



Increased learning time and community-oriented schools

- Provide increased learning time
- Provide family and community engagement



Provide operational flexibility

- Provide sufficient flexibility to fully implement
- Provide ongoing intensive technical assistance and support



Closure

- Closes a school
- Enrolls the students who attended that school in other schools in the LEA that are higher achieving



LEA Application

LEA must assure its commitment to:

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



LEA Application

- A. Schools to be Served
- B. Lack of Capacity
- C. Descriptive Information
- D. Capacity
- E. Budget



Budget

- Must submit a three-year budget for full implementation as well as any pre-implementation activities



EXAMPLES

- Budget clearly aligned to activities
- Detailed description of activities to support implementation and/or pre-implementation



Evaluation Criteria

- Analysis of needs for each Tier I and Tier II school
- Action steps to fully implement the selected intervention
- Demonstrated capacity for supporting interventions models
- Budget with sufficient funds to implement Tier I and Tier II



SIG Scoring Rubric

- 5 areas
- 4 ratings with total possible points – 50
 - Leading – 10 points
 - Developing – 6 points
 - Emerging – 2 points
 - Lacking – 0 points
- “An LEA application that receives a rating of 0 for any required component will not be approved.”




2011-12 SIG Schools

- 13 local education agencies
- 17 schools
- \$17,124,289 allocated
- FY 2010 Funds!!!!!! – 27 month cycle = Sept. 30, 2012



SIG Monitoring and Support

- Schools monitored quarterly
- Protocol aligned to USED instrument
- Coordinated support through Regional Roundtables in LEAs with direct services being provided by DPI




Frequently Asked Questions



Which LEAs are eligible to apply for SIG funds?

An LEA is eligible to apply for SIG funds if it:

1. Receives Title I, Part A funds, and
2. Has one or more schools that are eligible to receive SIG funds as identified by the SEA.




Must an LEA serve all of its identified Tier I and Tier II schools in order to receive priority for funding?

No. The LEA should commit to serving those Tier I and Tier II schools that it has the capacity to fully support under the rigorous intervention models. One of the guiding principals of SIG is to provide quality, not quantity.




**Can a Title I participating school
“start over” in the school
improvement timeline?**

Yes. Tier I schools can “start over” in school improvement sanctions if implementing a turnaround or restart model.



If a Tier II school receives SIG funds, does the school become a Title I school?


No. The school is not subject to the requirements under Title I, Part A. The school is only subject to the requirements of the School Improvement Grant final rules.



Under SIG, what does “increased learning time” mean?

Increase the total number of school hours to provide time for:

1. Instruction in core academic subjects;
2. Instruction in other subjects and enrichment activities that contribute to a well-rounded education; and
3. Teachers to collaborate, plan, and engage in professional development within and across grades and subjects.



Can the LEA renew funds for a school that has implemented the closure model?

Funds requested to close a school are not renewable on an annual basis



What is a CMO or an EMO?

A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.



USED Monitoring Findings from 2010-11

- Delayed release of funds from SEA
- Possible Supplanting
- SEA allotted beyond \$2,000,000/year
- Lack of increased learning time
- District control over funds prevented school level flexibility
- Amendment process for program/budget changes





Findings continued....

- LEA utilized SIG funds to support non-SIG schools directly
- Budget/Allowable costs guidance provided (see next slide)


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USED Guidance on “Use of funds”


- 
1. Is the proposed use of funds directly related to, as well as reasonable and necessary for the full and effective implementation of the selected model, including whether it is directly related to, and reasonable and necessary for, implementing activities required or permitted under the model?




2. Through its need assessment, did the LEA identify a specific need or needs that can be addressed through its proposed use of funds?



3. Does the proposed use of funds represent a meaningful change that could help improve student achievement from prior years?



4. Is the proposed use of funds supported by research indicating that, in fact, it will help improve academic achievement?



5. Does the proposed use of funds represent a significant reform that goes beyond the basic educational program of the school?



USED Resources

- *Does Your School Need a Fresh Start?*
- English and Spanish
- <http://www2.ed.gov/programs/sif/resources.html>



NCDPI Resources

- <http://www.ncpublicschools.org/program-monitoring/grants/>
- *SI***G**nificant Points (qtr. newsletter)
- george.hancock@dpi.nc.gov
- Phone: 910-783-5921