

TITLE I SCHOOL IMPROVEMENT GRANT AUDIO CONFERENCE

Agenda

December 2, 2010

- Welcome/Introductions
- Overview/Purpose of Training
- SIG Overview
- SIG Timeline
- Alignment of ARRA Goals – A Side-by-Side Comparison
- Identification Process for Schools in Tiers I, II, and III
- North Dakota Schools Identified in Tiers I, II, and III
- Overview of the Four Reform Models under the SIG
 - ✓ SIG Transformation Model
- SIG – What You Need to Know
- SIG Website www.dpi.state.nd.us/title1/Legislative/sig/index.shtm
- Documents for LEAs to Review
 - ✓ State SIG Application
www.dpi.state.nd.us/news/2010/sigapplication2010.pdf
 - ✓ Sample Applications
www.dpi.state.nd.us/title1/progress/sig/sig.shtm
 - ✓ LEA SIG Application and Scoring Rubric
www.dpi.state.nd.us/news/2010/draftapp.pdf
www.dpi.state.nd.us/news/2010/draftrub.pdf
- SIG Reporting
- Questions

If you have questions concerning any of the issues addressed, please contact:

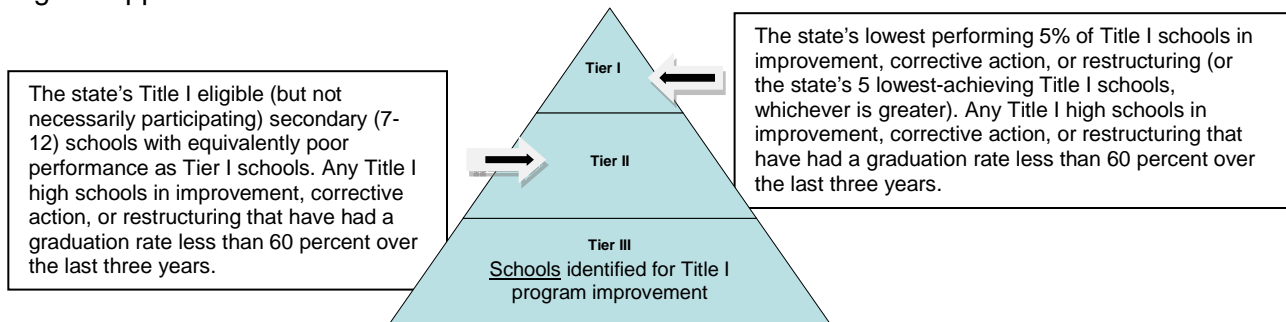
Laurie Matzke, Title I Director
Department of Public Instruction
(701) 328-2284
lmatzke@nd.gov

TITLE I SCHOOL IMPROVEMENT GRANT OVERVIEW

On February 17, 2009, the American Recovery and Reinvestment Act (ARRA) was signed into law by President Obama. This legislation created an unprecedented opportunity to improve teaching and learning for at-risk students. Record setting funding was appropriated for schools to implement innovative practices through various grant opportunities, some of which include:

- State Fiscal Stabilization
- Race to the Top
- School Improvement Grants (SIG)

Within each of these grants, the US Department of Education (USDE) aligned a requirement for states to identify low performing schools. These schools were then categorized in Tiers I, II, and III. The North Dakota Department of Public Instruction included the schools identified in these three tiers in their grant applications for these funds.



Schools in Tiers I and II who apply for these school improvement funds are **required** to implement one of the four models outlined below in their school. Schools in Tier III who apply for these school improvement funds do not have to implement one of the four models.

Turnaround Model

Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional program.

Restart Model

Close the school and restart it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

Close/Consolidate Model

Close the school and enroll the students who attended the school in other, higher-performing schools in the LEA.

Transformation Model

1. Develop teacher and leader effectiveness
2. Comprehensive instructional programs using student achievement data
3. Extend learning time and create community-oriented schools
4. Provide operating flexibility and intensive support

The department has created a state SIG webpage. All SIG related information and documents can be accessed at www.dpi.state.nd.us/title1/Legislative/sig/index.shtm on the department's website.

Tentative Timeline – SIG Funds

Process	Date
NDDPI sends initial letter of explanation of SIG to Tier I and Tier II LEA superintendents	December 2010
NDDPI conducts audio training for Tier I and Tier II schools on ND State SIG application	December 2010
NDDPI submits 2010 SIG application to USDE	December 2010
NDDPI receives comments from USDE	December 2010
NDDPI receives approval on 2010 SIG	December 2010
NDDPI provides training to Tier I and Tier II schools explaining SIG process	January 2011
LEA SIG applications (Tier I and Tier II) due to NDDPI	February 2011
NDDPI provides continued technical assistance for completing applications as needed	Jan – Feb 2011
NDDPI reviews Tier I and Tier II applications	March 2011
NDDPI awards Tier I and Tier II grants	March 2011
Tier I and Tier II schools begin pre-implementation period	March 2011
NDDPI notifies LEAs about availability of Tier III applications	April 2011
NDDPI provides training on completing SIG application for Tier III schools	April 2011
NDDPI reviews and scores Tier III applications	June 2011
NDDPI awards Tier III grants	July 2011
Tier I, Tier II, and Tier III schools implement approved applications	July 2011

Alignment of ARRA Goals – A Side-By-Side Comparison

State Fiscal Stabilization

- Achieving Equity in Teacher Distribution
- Improving Collection and Use of Data
- Standards and Assessments
- Supporting Struggling Schools

Race to the Top

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace
- Recruiting, developing, rewarding, and retaining effective teachers and principals
- Building data systems that measure student success and inform teachers and principals on how they can improve their practices
- Turning around our lowest-performing schools

School Improvement

- Target the more than \$3.5 billion in SIG funds to the persistently lowest-performing schools, including secondary schools to support the implementation of robust and comprehensive reforms to dramatically transform school culture and improve student achievement outcomes

President Obama and Secretary of Education Arnold Duncan have repeatedly stated that the three ARRA initiatives listed above are a blueprint for the upcoming reauthorization of the *No Child Left Behind Act*.

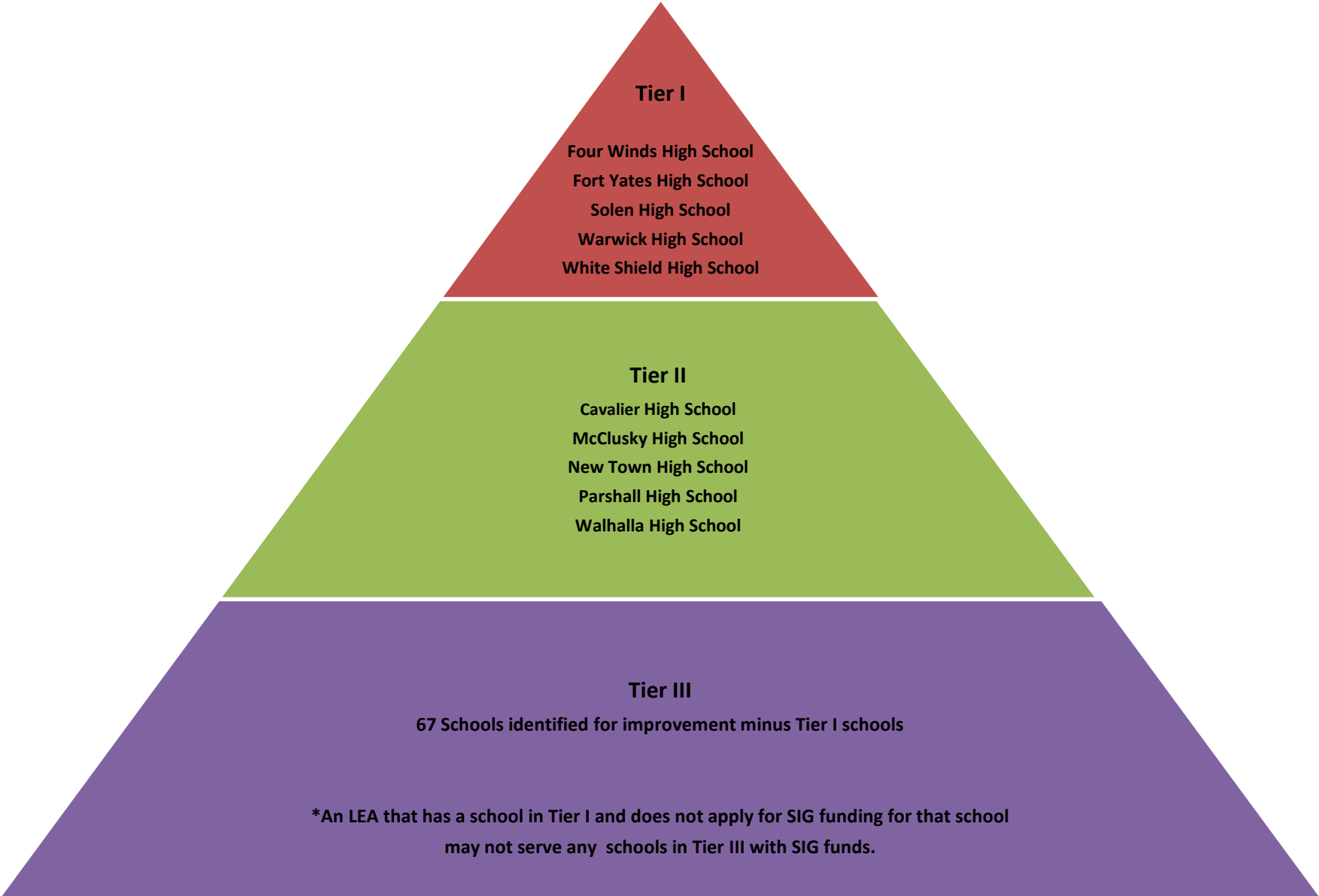
Identification Process for Schools in Tiers I, II, and III

Tier I	Tier II	Tier III
<p>Lowest-achieving five percent of Title I schools (or lowest-achieving five) identified for improvement, corrective action, or restructuring, obtained by:</p> <ul style="list-style-type: none"> • Start with the list of schools currently identified for improvement. • Rank these Title I program improvement schools from the highest to lowest, based on the composite academic achievement of “all students” grouped in reading and math from the last three years. • Count up from the bottom of the list to obtain five percent (or five, whichever is greater) to get the Tier I schools. <p>Plus</p> <p>Any Title I high schools in improvement, corrective action, or restructuring that have had a graduation rate less than 60 percent over the last three years (to the extent that these schools are not already included).</p>	<p>Lowest-achieving five percent of secondary schools (or lowest-achieving five) that are eligible for, but do not receive, Title I funds, obtained by:</p> <ul style="list-style-type: none"> • Start with the list of non-Title I schools. • Create a subset of non-Title I <u>high schools</u> eligible for, but not receiving, Title I funds. • Rank the secondary schools from highest to lowest, based on the composite academic achievement of “all students” grouped in reading and math from the last three years. • Count up from the bottom of the list to obtain five percent (or five, whichever is greater) to get the Tier II schools. <p>Plus</p> <p>Any high schools that are eligible for, but do not receive, Title I funds and that have had a graduation rate less than 60 percent over the last three years (to the extent that these schools are already included).</p>	<p>Any Title I school that has been identified for Title I improvement, corrective action, or restructuring that is not a Tier I school.</p> <ul style="list-style-type: none"> • An LEA that has a school in Tier I and does not apply for SIG funding for that school may not serve any schools in Tier III with SIG funds.

- A significant requirement in the American Recovery and Reinvestment Act (ARRA) is ensuring that the ARRA funds are spent with an unprecedented level of transparency and accountability. Therefore, a link has been created at www.dpi.state.nd.us/title1/Legislative/index.shtm on the department’s Title I website to make this information available to school personnel and the public.
- The USDE held a conference call on January 15, 2010 and provided updated information to the SIG requirements. The definition for Tiers I, II, and III was broadened to include additional schools for states that choose to use the new flexibility. North Dakota will not use the broadened definition for our Tiers, as we will already have difficulty funding our current Tier I, II, and III schools with the funds we receive for school improvement.

2010-2011

Tier I, II, and III Schools – USDE School Improvement Grant (SIG)



Overview of Four Reform Models under the Title I School Improvement Grant (SIG)

The America Recovery and Reinvestment Act (ARRA), enacted by President Obama in February 2009, set aside funds under the School Improvement Grant (SIG). The goal of SIG is to dramatically transform school culture and increase student outcomes in each state's persistently lowest-achieving schools, including secondary schools, through robust and comprehensive reforms.

Each state is required to identify schools in Tiers I, II, and III that are eligible to receive SIG funding. LEAs then identify the Tier I and II schools that they want to transform, and determine which of four school intervention models is most suited to meet the needs of the school and the resources available to the LEA. Listed below is a summary of the four models identified in the ARRA law:

- **Restart Model**
A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- **Close/Consolidate Model**
A close/consolidate model is one in which an LEA may use SIG funds to pay certain reasonable and necessary costs associated with closing a Tier I or Tier II school, such as costs related to parent and community outreach, including but not limited to, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meetings regarding the school closure; services to help parents and students transition to a new school, or orientation activities, including open houses, that are specifically designed for students, and then enroll the students in other, higher performing schools in the LEA.
- **Turnaround Model**
A turnaround model is one in which the LEA replaces the principal and staff and rehires no more than 50% of the staff, and grant the principal sufficient operations flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Transformation Model**
A transformation model is one in which the LEA must implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

The National Education Association has an excellent chart on their website comparing the required LEA activities for each of the four models at www.nea.org/home/37333.htm.

SIG Transformation Model

An LEA implementing a transformation model must:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
 - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

SIG – WHAT YOU NEED TO KNOW

- Applying for a School Improvement Grant (SIG) is not a guarantee that a district will be awarded a grant and receive SIG funds. There is significant accountability built into the process to ensure that only high quality applications are funded. The school must be able to demonstrate that they can meet the SIG requirements and provide documentation of a high quality plan that will produce results.
- The local school board must understand the requirements pertaining to revising staff evaluation policies. The SIG requires districts and schools to use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates. The board and school must be prepared to publicly share this information.

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

Meeting these two key requirements will obligate the district to review and revise its current district policies and procedures.

- Districts interested in applying for SIG funds must have the capacity and be willing to make significant changes in the school building. Proposals to continue funding the “status quo” will not be approved. Implementing a SIG is a huge undertaking which requires commitment from the school board, district, and school for dramatic system changes.
- All four intervention models require the district to replace the building principal. However, the guidance states that an exception can be made if the principal was hired within the past two years (2009-2010 and 2010-2011 school years).
- The USDE ARRA School Improvement Grant (SIG) regulations do not override state law. It is not allowable to reference the SIG requirement as a reason for replacing principals or teachers. North Dakota state law must be followed when non-renewing principal and teacher contracts.
- Districts have an obligation to involve all staff in the process of revising policies and practices. The SIG application requires applicants to thoroughly address how all staff were included in the development of revised policies and practices.