



SUPERINTENDENT OF PUBLIC INSTRUCTION

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

January 9, 2014

Carlas McCauley, Group Leader
Office of School Turnaround
U.S. Department of Education
400 Maryland Avenue SW, Room 3W320
Washington, DC 20202-6132

Re: Amended School Improvement Grant (SIG) Fund Application for FY 2013 New Awards
Competition, Section 1003(g) of the Elementary and Secondary Education Act

Dear Mr. McCauley:

Enclosed please find the Washington State Office of Superintendent of Public Instruction's (OSPI) *amended* application for a FY 2013 School Improvement Grant authorized under section 1003(g) of the Elementary and Secondary Education Act, funded through the Consolidated Appropriations Act, 2013, and used to support Washington State's identified Priority schools.

We have responded to the feedback provided from Janine Rudder via phone on January 9, 2014. The application and its attachments have been updated and highlighted to reflect the additional information requested.

If you have any questions or concerns regarding this proposal, please contact Andrew Kelly, Assistant Superintendent for the Office of Student and School Success at (360) 725-4960 or andrew.kelly@k12.wa.us.

Thank you for your consideration.

Sincerely,

Andrew E. Kelly

Andrew E. Kelly
Assistant Superintendent
The Office of Student and School Success

Enclosure
AK:th

School Improvement Grants

Application for FY 2013 New Awards Competition

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

Fiscal Year 2013

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, 2016

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. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

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 five 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 five 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). 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.

ESEA Flexibility

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

Availability of Funds

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

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 SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 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 SIG 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.

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 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to OESE.OST@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, Group Leader
Office of School Turnaround
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.

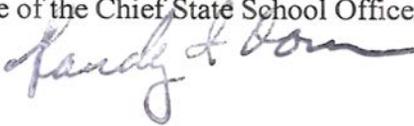
Application Deadline

Applications are due on or before November 15, 2013.

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.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Washington State Office of Superintendent of Public Instruction	Applicant's Mailing Address: PO Box 47200 Olympia, WA 98504-7200
State Contact for the School Improvement Grant Name: Andrew E. Kelly Position and Office: Assistant Superintendent The Office of Student and School Success Office of Superintendent of Public Instruction Contact's Mailing Address: PO Box 47200 Olympia, WA 98504-7200 Telephone: 360.725.4960 Fax: 360.753.1953 Email address: andrew.kelly@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: 11.12.13
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.	

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

Part 1 (Definition of Persistently Lowest-Achieving Schools): Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA’s definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

Part 2 (Eligible Schools List): As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority 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.

Directions: SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY (if applicable)	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE

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.

LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

Part 3 (Terminated Awards): All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
N/A	N/A	N/A	N/A
TOTAL AMOUNT OF REMAINING FUNDS:			N/A

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

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, or each priority school, as applicable, 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, or each priority school, as applicable, 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, or each priority school, as applicable, identified in the LEA’s application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, 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:

- 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.

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:

(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?

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

OSPI will implement the following process and timeline for approving district application.

- a. Process: Funds will be allocated as prescribed in federal guidelines. OSPI will priority based on criteria listed below:
 - i. LEAs that apply to serve Priority schools.
 - ii. Additional consideration may be given to the following:
 - 1. Geographic distribution of Priority schools throughout the State.
 - 2. Number of schools served.
 - 3. Size of schools.

Additional information related to final funding follows:

<i>School Improvement Grant (Federal Guidelines)</i>
<p>Consideration Pool</p> <p>All schools on Washington State’s 2013-14 list of identified Priority School’s as defined in Section A of the State’s application.</p>
<p>Priority of Selection</p> <p>1. Overall quality of LEA application: LEA 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, using data to inform instruction and improvement efforts, and engaging families/community; and addresses competing initiatives.</p> <p>2. Schools have been on the identified as Priority, Focus, or Emerging schools, consistent with Washington State’s approved ESEA Flexibility Request, for two consecutive years.</p>

b. Process:

Date	Action
January 2014	OSPI notifies LEAs with potential persistently-lowest achieving schools (i.e., Priority schools) immediately after ED’s approval of Washington State’s Principle 2 Amendment.
January 2014	OSPI publishes list of identified Priority schools after ED’s approval of Washington State’s Principle 2 Amendment.
January 6, 2014	OSPI notifies LEAs with Priority schools of their eligibility to participate in competitive application process for SIGs, pending ED

	approval of State's SIG application.
January 16, 2014	LEAs applying for competitive SIGs submit their <i>Statement of Interest</i> .
January 20, 2014	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 LEAs.
January 21, 2014	OSPI conducts informational webinar for LEAs to complete applications for SIGs.
January 22, 2014	OSPI establishes External Review Panel for LEA applications.
January – March 2014	OSPI issues weekly FAQs (questions and answers) to district superintendents submitting <i>Statements of Interest</i> . Web email address SIG@k12.wa.us will be used for frequently asked questions.
January 27 – February 14, 2014	<i>Needs Assessments</i> are conducted in each Priority school that LEAs have indicated they will apply to serve. Reports will be provided to LEA superintendents within one week of the assessment.
March 3, 2014	LEA submits application.
March 10-14, 2014	External Review Team scores LEA applications.
March 17-21, 2014	OSPI reviews LEA applications and results of the external review.
March 27-April 2, 2014	OSPI conducts face-to-face interviews.
April 8, 2014	OSPI announces competitive three-year grant awards to successful SIGs.
April 18, 2014	OSPI allocates funding to LEAs through the electronic application system (i.e., iGrants); LEAs submit final budget request in iGrants.
April 30, 2014	OSPI posts all final LEA applications for SIGs on OSPI website.
Spring – Summer 2014	LEA and schools conduct pre-implementation activities and use the Center on Innovation and Improvement 's evidence-based Indistar® online action-planning tool to assess District- and School-Level Expected Indicators and begin creating the Student and School Success Action Plan.
Spring – Summer 2014	OSPI and LEA monitor pre-implementation activities, including the school's Student and School Success Action Plan created on Center on Innovation and Improvement 's evidence-based Indistar® online action-planning tool.
Beginning of 2014-15 School Year	LEA and schools begin full implementation of selected SIG intervention model, including the continuation and development of the school's Student and School Success Action Plan created on Center on Innovation and Improvement 's evidence-based Indistar® online action-planning tool.

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, 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, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(2) 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. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

(3) 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, or the priority schools, as applicable, the LEA is approved to serve.

(4) 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.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

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

(7) 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, or for priority schools, as applicable, 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 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.

E. ASSURANCES: The SEA must provide the assurances set forth below.

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 outlined in the final requirements.

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, or each priority school, as applicable, that

the SEA approves the LEA to serve.

Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.

If a Tier I or Tier II school, or priority school, as applicable, 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 or priority school, as applicable.

Report the specific school-level data required in section III of the final SIG 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.

G. CONSULTATION WITH STAKEHOLDERS

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

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.

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 or in its priority schools, as applicable.

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 2013 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.

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 2013 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].

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.

Waiver 3: Priority schools list waiver

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of "priority schools" in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State's lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

Waiver 4: Period of availability of FY 2013 funds waiver

Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

WAIVERS OF LEA REQUIREMENTS

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, or 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 5: School improvement timeline waiver

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.

Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to "start over" their school improvement timeline again.

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 2014–2015 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 the 2014–2015 school year 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.

Waiver 6: Schoolwide program waiver

Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.

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 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.

I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

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.

PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

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, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY 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.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.
- (2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;
 - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;

- Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA’s application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
- Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,
 - Measuring progress on the leading indicators as defined in the final requirements.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority school, it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

Example:

LEA XX BUDGET

	Year 1 Budget	Year 2 Budget	Year 3 Budget	Three-Year Total
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	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;
- (2) 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, or priority 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;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority 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;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- (6) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA 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 school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Continuation Awards Only Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program

In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:

LEA NAME	SCHOOL NAME	COHORT #	PROJECTED AMOUNT OF FY 13 ALLOCATION
N/A	N/A	N/A	N/A
TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:			N/A

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
N/A	N/A	N/A	N/A
TOTAL AMOUNT OF REMAINING FUNDS:			N/A

School Improvement Grants (SIG) Program FY 2013 Assurances

By submitting this application, the SEA assures that it will do the following (check each box):

- Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards² to its LEAs.
- Use the renewal process identified in Washington State's most recently approved SIG application to determine whether to renew an LEA's School Improvement Grant.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If 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.
- Report the specific school-level data required in section III of the final SIG requirements.

By submitting the assurances and information above, [State] agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 3).

² A "new award" is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions.

**Washington State
Superintendent of Public Instruction**

**Application for FY 2013 New
Awards Competition**

Part I: SEA APPLICATION



Attachment 1:

List by LEA of Washington State's Priority Schools

Part I: SEA Requirements / A. Eligible Schools / Part 2 (Eligible Schools List)



List by LEA of Washington State's Priority Schools Eligible for FY 2013 SIG Funds

Part I: SEA Requirements / A. Eligible Schools / Part 2 (Eligible Schools List)

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Brewster	5300690	Brewster Junior High School	530069002284	X					
Bridgeport	5300690	Bridgeport Elementary School	530069000148	X					
Grandview	5303150	Grandview Middle School	530315000498	X					
Granger	5303180	Granger Middle School	530318000504	X					
Highline	5303540	Cascade Middle School	530354000522	X					
Highline	5303540	Chinook Middle School	530354000524	X					
Highline	5303540	Odyssey - The Essential School	530354003061	X				X	
Inchelium	5300002	Inchelium Elementary School	530000202871	X					
Inchelium	5300002	Inchelium Middle School	530000202870	X					
Kennewick	5303930	Amistad Elementary School	530393000701	X					
Kennewick	5303930	Edison Elementary School	530393000600	X					
Kiona Benton	5304020	Kiona-Benton City Primary School	530402000641	X					
Lyle	5304590	Lyle Middle School	530459002931	X					
Mansfield	5304710	Mansfield Elementary and High School	530471000726	X					
Marysville	5304860	Tulalip Elementary School	530486000741	X					
Moses Lake	5305220	Columbia Basin Secondary School	530522003160	X				X	
Mount Adams	5305280	Harrah Elementary School	530528000797	X					
Mount Adams	5305280	Mount Adams Middle School	530528001851	X					
Mount Adams	5305280	White Swan High School	530528000798	X				X	
Nespelem	5305550	Nespelem Elementary School	530555000832	X					
Pasco	5306570	Emerson Elementary School	530657000964	X					
Pasco	5306570	Longfellow Elementary School	530657000965	X					
Pasco	5306570	Rowena Chess Elementary School	530657002785	X					
Pasco	5306570	Virgie Robinson Elementary School	530657002951	X					
Pasco	5306570	Whittier Elementary School	530657002621	X					
Seattle	5307710	Cleveland High School	530771001150	X					
Seattle	5307710	Hawthorne Elementary School	530771002269	X					
Seattle	5307710	Interagency Programs School	530771001365	X				X	
Seattle	5307710	Martin Luther King Jr. Elementary School	530771001143	X					
Seattle	5307710	Rainier Beach High School	530771001236	X				X	

List by LEA of Washington State's Priority Schools Eligible for FY 2013 SIG Funds

Part I: SEA Requirements / A. Eligible Schools / Part 2 (Eligible Schools List)

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Seattle	5307710	West Seattle Elementary School	530771001182	X					
Sunnyside	5308670	Sunnyside High School	530867001449	X					
Tacoma	5308700	Angelo Giaudrone Middle School	530870003155	X					
Tacoma	5308700	First Creek Middle School	530870003299	X					
Tacoma	5308700	Jason Lee Middle School	530870001473	X					
Tacoma	5308700	Roosevelt Elementary School	530870001497	X					
Tacoma	5308700	Stewart Middle School	530870001504	X					
Taholah	5308730	Taholah Elementary and Middle School	530873002956	X					
Toppenish	5308970	Eagle High School	530897002378	X					
Wellpinit	5309630	Wellpinit Elementary School	530963003146	X					
Wellpinit	5309630	Wellpinit Middle School	530963003150	X					
Wishram	5310020	Wishram High and Elementary School	531002001680	X					
Yakima	5310110	Adams Elementary School	531011001685	X					
Yakima	5310110	Barge-Lincoln Elementary School	531011001686	X					
Yakima	5310110	Martin Luther King Jr Elementary School	531011001814	X					
Yakima	5310110	Mckinley Elementary School	531011001700	X					
Yakima	5310110	Robertson Elementary School	531011001703	X					
Yakima	5310110	Stanton Alternative School	531011001713	X					
Yakima	5310110	Washington Middle School	531011001708	X					

Attachment 2:

Evaluation Criteria

Part I: SEA Requirements / B. Evaluation Criteria / Part 1 and Part 2



Part I: SEA Requirements

Section 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, or each priority school, as applicable, 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, or each priority school, as applicable, 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, or each priority school, as applicable, identified in the LEA’s application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, 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 1 Response to Evaluation Criteria:

- (1) The LEA will use the results of OSPI’s *Needs Assessment* to identify one of the four allowable intervention models for its Priority Schools. Applications will be assessed based on the extent to which the LEA:
 - a. Used OSPI’s *Needs Assessment* to identify strengths, challenges, and barriers to reform for each Priority school the LEA identified it will apply to serve. Details regarding the *Needs Assessment* include the following:
 - i. The research anchoring the *Needs Assessment* process is based on the 7 Turnaround Principles described in federal guidance for Priority Schools, as well as the [Center on Innovation and Improvement](#)’s research based District- and School-Level Indicators.
 - ii. Multiple forms of locally generated data are used in the *Needs Assessment*. These include: school and classroom observation study; LEA 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 LEA levels; alignment of curriculum with Common Core

- 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 LEAs for purposes of informing their decision making regarding appropriate intervention model(s).
 - iv. Findings may result in the LEA conducting a deeper analysis at a later time.
 - v. Findings will be available to the LEA, staff, and community.
 - vi. Additionally, each school participating in the *Needs Assessment* process will receive a detailed report 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* to select an appropriate intervention model for each Priority school identified in this application. Examples of data may include:
 - i. Perceptual data from students, staff, and parents regarding alignment of school practices with the 7 Turnaround Principles described in federal guidance for Priority Schools, as well as the [Center on Innovation and Improvement](#)'s research-based District- and School-Level Indicators.
 - ii. Student achievement data on formative and summative assessments.
 - iii. Teacher qualifications and placements.
 - iv. Budgets, including per pupil expenditures.
 - v. Current Student and School Success Action Plans or other school improvement plans and progress toward identified goals.
 - c. Engages relevant stakeholder groups, including:
 - i. Local education associations regarding teacher evaluation and assignment within the specific intervention models; evidence may 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, administrators, teachers, and other staff.
 - d. Identified sufficiently rigorous three-year student achievement goals (e.g., equal to or greater than the Annual Measureable Objectives on state assessments for the All students group and all subgroups) for each Priority 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 of the final requirements so that the school(s) substantially raise student achievement and make significant progress toward exiting Priority status. At a minimum, goals should enable the school to no longer be identified as a Priority school or designated in the Priority-Lowest 5% or Underperforming Tier based on Washington State's Achievement Index.
 - e. As applicable, described how its targeted assistance Priority 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 2014-15 school year must operate a schoolwide Title I program, though the schoolwide waiver, in the 2014-15 school year. The LEA is required to apply for a schoolwide waiver through the LEA application process in order to operate the Title I schoolwide program in a participating targeted assistance Priority 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 LEAs 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 LEAs 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 LEA.

- (2) The LEA has demonstrated that it has or is committed to build, with support from OSPI or LEA-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 Priority school identified in the LEAs application in order to implement fully and effectively the selected intervention in each of those schools. Each LEAs application will be assessed based on the extent to which the LEA demonstrates that it has or is committed to build capacity in the following areas:
 - a. Provides evidence the LEA has, or has plans to develop, infrastructures, policies, and practices consistent with the 7 Turnaround Principles described in federal guidance for Priority Schools, as well as the [Center on Innovation and Improvement](#)'s research-based District- and School-Level Indicators that will enable the LEA to implement the intervention fully and effectively. Evidence may include: developing a network or "partnership zone" to support a cluster of schools that includes the LEAs Priority 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 LEA based on the unique student needs of each school.
 - b. Provides evidence the LEA has, or has plans to utilize the [Center on Innovation and Improvement](#)'s evidence-based Indistar® online action-planning tool to create and monitor Student and School Success Action Plans for each identified Priority school.
 - c. Through the timeline, shows ability to implement the required elements of the selected intervention model(s) in the 2014-15 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 LEA may use FY 2013 SIG funds for pre-implementation activities prior to fully implementing a model in the 2014-15 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*. The LEA 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 2014-15. Note: The LEA will retain authority and responsibility for EMOs meeting school goals. The LEA will also hold the EMO responsible for meeting the leading indicators of 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, 2015, and for assignment of students to other higher-achieving schools in the LEA in 2015-16.
 - 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 LEA, OSPI, regional Education Service District, external consultant, or a designated external lead partner organization (such as a school turnaround organization or an EMO). The LEA will provide timelines indicating its commitment to address remaining required, and where appropriate, optional actions.
- d. 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 Priority school.
 - e. Provides an explanation of ways the LEA has addressed the needs of and provided support to these Priority 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 LEA has used data and research to support improvement efforts in identified Priority schools and identification of barriers to reform.
 - f. Provides evidence of school board commitment to eliminate any barriers to reform and to facilitate full and effective implementation of the model(s).
 - g. Provides timeline and process to build sufficient LEA office and school-level administrative and teacher leadership capacity to implement the selected model(s).
 - h. 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.
 - i. 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 LEA will

- collaborate with employee associations to develop locally adopted competencies to measure the effectiveness of staff who can work within the selected intervention(s).
- j. As applicable, describes strategies to be used in recruiting new principals to implement the turnaround or transformation model.
 - k. 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 Priority, Focus, and other low-performing schools in the LEA and if they are in a “feeder pattern” or network/cluster;
- 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);
- LEAs 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 Priority school;
- LEAs determination that it can have the greatest impact on student achievement by focusing resources heavily in a subset of Priority schools, thereby attempting to turnaround some schools before proceeding to others;
- LEAs determination that it can have the greatest impact on student achievement by implementing one of four federal intervention models in its identified Priority schools; and
- For the closure model, access and proximity to higher-performing schools in the LEA.

Note: For LEAs applying to serve more than one school through one or more intervention models, the LEA acknowledges increased demands on its capacity to support multiple intervention models and describes strategies to address those demands.

- (3) The LEAs proposed budget includes sufficient funds to implement the selected intervention fully and effectively in each Priority school identified in the LEAs application throughout the period of availability of SIG funds (2014-15, and pending additional federal school improvement grant funding, 2015-16 and 2016-17). Each LEAs application will be assessed based on the extent to which the LEA addresses the following:
 - a. Proposed budget for each identified Priority 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, 2017.
 - b. Overall proposed budget, with supporting rationale, indicates how the LEA will allocate school improvement funds over a maximum of a three-year period, with separate budgets for each identified Priority school.
 - c. Proposed budget includes funding for LEA-level activities necessary to support the implementation of school intervention models in each identified Priority school.

- d. Proposed budget reflects how the LEA will sustain improvement efforts after the end of the grant period.
- e. If applicable, proposed budget reflects amounts agreed upon between the LEA 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 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 LEAs commitment to do the following:

- Design and implement interventions consistent with the leading indicators of 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.

Part 2 Response to Evaluation Criteria:

The actions in Part 2 are ones that a LEA 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 LEAs, OSPI may provide technical assistance and support to implement all or part of the actions listed below. Each LEAs application and subsequent monitoring of implementation will be assessed based on the extent to which the LEA addresses the components listed below. This application forms the foundation for the short- and long-term improvement plans that LEAs will use to implement the required elements of the intervention model(s).

- (1) Design and implement intervention(s) consistent with the leading indicators of the final requirements in federal legislation.
 - a. Describes LEA 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 LEA procedures and practices that support full and effective implementation of the intervention(s) in Priority 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 LEA 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 LEAs 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 LEA leadership and school board meetings that highlight ways the LEA/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 LEA actions that will ensure coordinated and aligned curriculum and assessment systems and support clearly defined quality instructional practice in identified Priority schools. The LEA 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 Common Core 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 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 LEA has taken or will take to ensure each identified Priority school receives ongoing, intensive technical assistance. Evidence may include: assignment of LEA office staff as liaisons to each Priority school to ensure collaboration and communication between the LEA 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 LEA 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*, LEA-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 LEA plans to use an external lead partner, response describes selection process. Evidence includes description of ways the LEA 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 LEA and OSPI mutually agreed to implement improvement activities/services, the LEAs 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 LEA liaisons to the LEAs 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 LEA office and building administrators work together to analyze, coordinate, blend, and align available resources to support the intervention(s). The LEAs response may include description of resources needed to support the continuous improvement process and intervention(s) used in Priority 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 LEA/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 Priority school receives the resources necessary to exit improvement status.

- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
 - a. Identifies process to review current practices and policies that support or impede reform efforts at identified Priority 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 LEA practices or policies that research (e.g., [Center on Innovation and Improvement](#)'s research-based District- and School-Level Indicators, OSPI's *Characteristics of Improved Districts: Themes from Research*) suggests can support or impede implementation of intervention(s). Response may also include evidence of LEAs 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 LEAs 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/LEA 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 LEA practices.
 - d. Describes process to implement the [Center on Innovation and Improvement](#)'s evidence-based Indistar® online action-planning tool to create and monitor Student and School Success Action Plans consistent with federal requirements of the identified intervention(s).
 - e. Describes process to examine system-wide alignment of programs and practices with the selected intervention(s). The LEAs 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).
 - f. As applicable, describes processes and policies related to preparing principals and teacher/leaders in targeted assistance Priority participating school(s) to operate schoolwide programs, through the schoolwide waiver, by the beginning of the 2014-15 school year.
- (5) Sustain the reforms after the funding period ends.
- 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 Priority 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. Tools, systems, and practices supporting the continuous use of data to inform LEA, 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).
 - d. 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.
 - e. Calendar and schedule that provide extended learning time for all students and staff.
 - f. 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.
 - g. 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.

- h. Decision-making processes at the LEA and school levels that provide for stakeholder involvement and input for sustaining changes, innovations, and a continuous improvement process.

Attachment 3:

Additional Evaluation Criteria

Part I: SEA Requirements / B-1 Additional Evaluation Criteria



Part I: SEA Requirements

Section B-1. Additional Evaluation Criteria

- (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?

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

Response to Additional Evaluation Criteria:

- (1) The LEAs proposed budget includes sufficient funds to support pre-implementation activities essential for full and effective implementation in 2014-15 of selected intervention(s) in identified Priority school(s). Each LEAs application will be assessed based on the extent to which it addresses the following:
 - a. Proposed budget for each identified Priority school is of sufficient size and scope to support activities during the pre-implementation period (spring and summer 2014) that help the LEA prepare for full implementation of the selected intervention during 2014-15.
 - b. If applicable, proposed budget for the pre-implementation period reflects amounts agreed upon between the LEA 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 LEA, in whole or in part, during the pre-implementation period to prepare for full and effective implementation of selected intervention(s) in Priority school(s). With LEA approval, OSPI may provide technical assistance and support to implement all or part of these actions. For every LEA 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 LEA 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 LEA 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, collaborating with OSPI's Office of Student and School Success to (a) conduct a rigorous review process to select an EMO or (b) contract with other external providers to assist in planning activities necessary for full implementation of the selected school intervention model(s) in 2014-15. 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 2014-15 school year; identifying and purchasing research-based instructional materials that align with Common Core State 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 LEA turnaround office (e.g., assigning instructional coaches, leadership coaches, turnaround specialists).
 - c. Accessing technical assistance and support through OSPI's Office of Student and School Success 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 Common Core 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 2014-15 school year must operate a schoolwide Title I program, through the schoolwide waiver, by the beginning of the 2014-15 school year. SIG funds may be used to prepare a targeted assistance Priority 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 LEA and the *Needs Assessment*.
- 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 LEA and OSPI mutually agreed to implement improvement activities/services, the LEAs 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 LEA, and the expected timeline (spring and summer 2014).
- b. Utilize the [Center on Innovation and Improvement](#)’s evidence-based Indistar® online action-planning tool to assess the school’s current level of development of Expected Indicators and begin to create the school’s Student and School Action Plan to ensure full and effective implementation of the required elements of the identified intervention(s).
- c. 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 Priority school(s) during 2014-15. Resources may include: personnel (e.g., assigning effective teachers and leaders, instructional coaches, leadership coaches, turnaround specialists, additional staffing, or LEA liaisons to the LEAs 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 LEA 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 Priority 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 LEA/school initiatives and grants; or process to acquire additional resources and partnerships aligned with the intervention model(s).

Attachment 4:

Descriptive Information

Part I: SEA Requirements / D. Descriptive Information



Part I: SEA Requirements

Section D. Descriptive Information

- (1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, 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, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.
- (2) 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. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.
- (3) 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, or the priority schools, as applicable, the LEA is approved to serve.
- (4) 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.
- (5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.
- (6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.
- (7) 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, or for priority schools, as applicable, 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 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.

Response to Descriptive Information:

- (1) OSPI's process for reviewing a LEAs 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 Priority schools to determine whether to renew the LEAs School Improvement Grant (SIG) budget if one or more of the schools are not meeting those goals and making progress on the leading indicators 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 LEAs application to ensure they are sufficiently rigorous and will lead to schools substantially raising student achievement and making significant progress toward exiting Priority 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 an evaluation and reports from monitoring visits to determine progress toward goals and indicators. Additionally, each participating LEA will submit an end-of-year report on the [Center on Innovation and Improvement](#)'s evidence-based Indistar® online action-planning tool 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 LEAs application and agreed upon by OSPI to determine if each Priority school is meeting annual goals and making progress on leading indicators. As needed, representatives from OSPI will meet with LEA personnel to gather additional information. OSPI will provide each LEA with a written summary of its findings.
 - c. Deciding to renew: LEAs in Cohort III of School Improvement Grants update their SIG budgets each spring for the subsequent school year (i.e., spring of 2014-15 for 2015-16 and spring of 2015-16 for 2016-17) through OSPI's electronic application system. OSPI will consider the criteria listed below when determining whether to renew all or a portion of the LEAs SIG iGrants and will provide each LEA 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 LEAs commitment and fidelity of implementation of the intervention model(s), as described in Section B of its application.
 - iii. Evidence of the LEAs support to utilize the [Center on Innovation and Improvement](#)'s evidence-based Indistar® online action-planning tool to assess, create, implement, and monitor and revise Student and School Success Action Plans and fully implement both District- and School-Level Expected Indicators.
 - iv. Actions the LEA has taken to build capacity for using SIG funds to provide adequate resources and related support to each Priority school identified in the LEAs application in order to implement fully and effectively the selected intervention in each of those schools.

- v. As it becomes available, the difference between annual goals and leading indicators established in the LEAs application/approved by OSPI and the annual outcomes for each school.
- vi. 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 assessment data, then the LEA is required to (a) describe actions it will take to accelerate improvement in identified school(s); (b) provide rationale for the lack of progress in identified school(s); (c) explain why consideration should be given to continued funding for that school(s); (d) and identify actions the LEA will take in order to accelerate improvement in that school(s).

- (2) OSPI is requesting the Priority schools list waiver and will not be providing SIG grants to Tier III schools.
- (3) OSPI will monitor each LEA receiving SIG funds to ensure it implements the selected school intervention model(s) fully and effectively in the Priority school(s) the LEA 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 LEAs to better support their local schools in all aspects of school performance. Processes include:
 - a. Scheduled reviews of implementation progress through [Center on Innovation and Improvement](#)’s evidence-based Indistar® online action-planning tool.
 - b. Scheduled phone and in-person interviews and on-site visits with key LEA and school leadership to (i) review and analyze all facets of a school’s implementation of the identified intervention model and Student and School Success Action Plans, and (ii) collaborate with leadership, staff, and other stakeholders pertinent to goal attainment. OSPI assigns Student and School Success Coaches to each SIG school and its LEA. On-site visits and interviews by liaisons focus on monitoring, implementation, and technical assistance. Coaches engage with LEA and school personnel in conversations, in conducting building and classroom walkthroughs, and in reviewing required elements of the intervention model and the school’s progress on its Student and School Success Action Plan. Coaches provide monthly coaching reports to schools and their LEA, coaching critiques of the school’s Student and School Success Action Plan, and comprehensive review of the End-of-Year Report for OSPI, the building principal, and the LEA superintendent.
 - c. Joint OSPI/LEA 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 LEA regarding monitoring/oversight and progress the school has made towards identified goals.
- (4) In the event OSPI does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies, allocations will be prioritized as described in Section D Part 1 (1). Specifically, funds will be allocated as prescribed in federal guidelines. OSPI will prioritize based on criteria listed below.

- a. Only LEAs that apply to serve Priority schools will be considered for federal School Improvement Grants. Additional consideration may be given to the following:
 - i. Geographic distribution of Priority schools throughout the State.
 - ii. Number of schools served on Priority school list.
 - iii. Size of schools served on Priority school list.
- b. Additional information related to final funding follows:

<i>School Improvement Grant (Federal Guidelines)</i>
<p>Consideration Pool</p> <p>All schools on Washington State’s 2013-14 list of identified Priority School’s as defined in Section A of the State’s application.</p>
<p>Priority for Selection</p> <ol style="list-style-type: none"> 1. Overall quality of LEA application: LEA 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, using data to inform instruction and improvement efforts, and engaging families/community; and addresses competing initiatives. 2. Schools have been on the identified as Priority, Focus, or Emerging schools, consistent with Washington State’s approved ESEA Flexibility Request, for two consecutive years.

- (5) OSPI is requesting the Priority schools list waiver and will not be providing SIG grants to Tier III schools.
- (6) OSPI does not have the authority to take over schools in Washington State.
- (7) At this time, OSPI has not identified any schools with which it will partner in delivering services. OSPI will extend an offer of services to interested LEAs.

Attachment 5:

SEA Reservation

Part I: SEA Requirements / F. SEA Reservation



Part I: SEA Requirements

Section F. SEA Reservation

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.

Response to SEA Reservation:

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 Priority schools;
 - b. Preparing the SEA application;
 - c. Developing the LEA application, instructions, and scoring guide;
 - d. Providing feedback to LEAs for finalizing their applications.
 - e. Vetting, through a rigorous process, EMOs and external providers to serve the state’s Priority schools; and
 - f. Developing sample competencies that LEAs 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 Priority schools receiving SIG funds as described in Section D, Question #1; and
 - c. Providing written reports to LEAs based on findings.

- (3) Technical Assistance:
 - a. Providing support and resources for pre-implementation activities and for full and effective implementation of selected intervention(s) in LEAs with Priority school(s) awarded. 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 LEAs in completing needs assessments; providing specific data (e.g., student achievement, teacher assignment and mobility, college and career readiness) for LEAs to use in needs assessment processes; and, as applicable, implementing schoolwide Title I programs in targeted assistance Priority participating schools.

**Washington State
Superintendent of Public Instruction**

**Application for FY 2013 New
Awards Competition**

Part II: LEA APPLICATION



Attachment 6:

LEA Instructions and Information for School Improvement Grant Award

Part II: LEA Requirements





SUPERINTENDENT OF PUBLIC INSTRUCTION

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Part II: LEA Requirements

Attachment 6:

LEA INSTRUCTIONS AND INFORMATION FOR SCHOOL IMPROVEMENT GRANT AWARDS

Please read all information before completing Form Package 677 and Attachment B. *Note* the following:

- Federal 1003(g) School Improvement Grants (SIGs) will be used in Washington State to fund (1) LEAs selected through a competitive process from the pool of Washington State LEAs with Priority school(s) identified through federal guidelines and Washington State's approved *ESEA Flexibility Request*.
- This application will serve as the foundation for all participating LEAs 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.
- To prepare LEAs for implementing school intervention models and improvement activities in the 2014-15 school year, a portion of funds will be available for pre-implementation activities in spring and summer 2014.
- Successful applicants for competitive School Improvement Grants may be eligible to renew their SIG grants for up to two additional one-year periods (2015-16 and 2016-17) based on availability of federal School Improvement Grant funding.
- A description of the required elements for the federal interventions is included in Attachment A. LEAs are expected to focus specifically on these required elements when completing their application.
- LEAs should review the *Scoring Guides* that will be used to evaluate LEA applications; the rubrics contained in the *Scoring Guides* reflect the expectation that LEAs focus directly on required elements of the selected intervention(s) in their application.

PURPOSE

A total of \$506 million appropriated under the 2013 Consolidated and Further Continuing Appropriations Act is available nationwide for federal School Improvement Grants, Fiscal Year 2013. 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 improvement and exit improvement status. More information may be found at: <http://www2.ed.gov/programs/sif/applicant.html>.

Based on [federal guidelines](#), SIG funds will be used in Washington State to:

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

- Provide technical assistance and training to use [Center on Innovation and Improvement](#)'s evidence-based Indistar® online action-planning tool to post intervention plans and monitor ongoing evidence of implementation and impact of intervention models.
- Build school and LEA capacity to implement one of the four intervention models prescribed in federal guidelines (see *Criteria for Competitive SIGs* below for and/or Attachment C for descriptions of the four intervention models).
- Develop effective structures and conditions in schools and LEAs 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 (SIG) are available to LEAs that (a) demonstrate greatest need, and (b) provide evidence of strongest commitment to use SIG funds to substantially raise 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 (i.e., Priority Schools)*: Schools with three consecutive years of data in the lowest 5% in both reading/language arts and mathematics and secondary schools with a weighted-average graduation rate less than 60% over a three-year period.
 - Weighting 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 four categories: Tier I, Tier II, Tier III, and Priority schools.
 - **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.
 - **Priority Schools**: The lowest 5% of Title I schools in the state, based on achievement on statewide assessments in reading/language arts and math (combined) over three years. The list of Priority schools also includes Title I-eligible and Title I-participating high schools with consistent graduation rates of less than 60 percent over three years.

Washington State has requested to receive a Priority schools list waiver that will enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of Priority schools that meet the definition of “Priority schools” in the document titled ESEA Flexibility and that were identified in accordance with its approved request for ESEA flexibility and waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

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

- Overall quality of LEA application: LEA addresses all required elements and demonstrates greatest need, strongest commitment, and capacity to service; describes strategies to implement required elements of selected intervention(s), including extending learning time for all students and staff, using data to inform instruction and improvement efforts, and engaging families/community; and addresses competing initiatives.
 - Schools have been on the identified as Priority, Focus, or Emerging schools, consistent with Washington State’s approved ESEA Flexibility Request, for two consecutive years.
- **Required Interventions:** SIG’s will be awarded to eligible LEAs committing to implement one of the following four federally defined school intervention models in their Priority schools.
 - **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**, in which a LEA 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 LEA closes the school and enrolls the students who attended the school in other higher-achieving schools in the LEA.
 - **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 LEA to serve identified schools. The State must consider, at a minimum, the extent to which the application shows the LEAs 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.

FUNDING

Details for funds include the following:

- **Competitive Awards - Anticipated Amount of Awards for Priority Schools:** LEAs may apply for funding ranging from \$50,000 annually to \$2,000,000 annually for each **Priority** school the LEA applies to serve (see *Sample Annual LEA 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 Priority 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.
- **Availability of Funds:** Funds will be available in spring and summer 2014 for conducting pre-implementation activities to support all participating LEAs to create the conditions for full and effective implementation of selected intervention models and improvement activities/services in the 2014-15 school year.
- **Parameters on Annual Budgets:** To support LEAs 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 (2015-16) and Year 3 (2016-17):
 - 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. OSPI will prioritize based on criteria listed below.
 - i. LEAs that apply to serve Priority schools. Additional consideration may be given to the following:
 1. Geographic distribution of Priority schools throughout the State.
 2. Number of schools served.
 3. Size of schools.

Additional information related to final selection follows:

School Improvement Grant (Federal Guidelines)
<p>Consideration Pool</p> <p>All schools on Washington State’s 2013-14 list of identified Priority School’s as defined in Section A of the State’s application.</p>
<p>Priority of Selection</p> <ol style="list-style-type: none"> 1. Overall quality of LEA application: LEA 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, using data to inform instruction and improvement efforts, and engaging families/community; and addresses competing initiatives. 2. Schools have been on the identified as Priority, Focus, or Emerging schools, consistent with Washington State’s approved ESEA Flexibility Request, for two consecutive years.

- **LEA-Level Activities:** LEAs may use SIG funds to conduct LEA-level activities designed to support implementation of the selected school intervention model(s) in the LEAs Priority schools identified in the LEAs application.

- As appropriate, State-Level Technical Assistance: LEAs 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 Priority schools, pre-implementation activities, or associated LEA-level activities. LEAs may also contact OSPI’s Office of Student and School Success regarding the use of external providers or other services which may be purchased through OSPI’s Office of Student and School Success.
- Competitive Awards – Renewal: To receive continued grant funding (based on availability of federal School Improvement Grant funding), LEAs will be required to renew their SIG application for Years 2 and 3 (i.e., 2015-16 and 2016-17). In the proposed budgets for Year 2 and Year 3 included in this application, LEAs are expected to address issues related to building capacity to sustain reforms after the funding period ends.

To be eligible for renewal, LEAs will be accountable for ensuring their Priority schools meet, or are on track to meet, annual student achievement goals for their “all students” group and for subgroups in reading/language arts and mathematics (subject to approval by OSPI), as well as for making progress on the leading indicators outlined in their improvement plans.

Note: In their application, LEAs are required to include a timeline of activities for implementing intervention(s) in Priority schools they are applying to serve. In their timeline, LEAs should include activities in Year 2 (2015-16) and Year 3 (2016-17) 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 2017-18 and beyond.

Table 1: Sample LEA Allocation Model for Year 1

The table below provides a sample of how a LEA might plan to allocate funds in Priority schools for Year 1; totals are consistent with the Proposed Three-Year LEA Budget illustrated in Table 2.

PROPOSED LEA BUDGET FOR YEAR 1				
School	Possible Award	Year 1 Proposed Budget		Total Proposed Budget for One Year
		Pre-implementation	Year 1 - Full Implementation	
Priority ES #1	Between \$50,000 and \$2 million per school	\$257,000	\$1,156,000	\$1,413,000
Priority ES #2		\$125,500	\$890,500	\$1,016,000
Priority MS #1		\$304,250	\$1,295,750	\$1,600,000
Priority HS #1		\$530,000	\$1,470,000	\$2,000,000
LEA-Level Activities		\$250,000		\$250,000
Total Budget				\$6,279,000

In the event funding for the grants is not renewed, or if program requirements are changed, OSPI’s Office of Student and School Success will collaborate with LEAs to modify their application.

Table 2: Sample Three-Year LEA Allocation Model: The table below provides a sample of how a LEA might plan to allocate funds in Priority schools over three years. In this example, the total three-year budget is

up to \$15.8 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 \$6.3 million based on a \$15.8 million budget)
- Year 2: 35% of total three-year budget (up to \$5.5 million based on a \$15.8 million budget)
- Year 3: 25% of total three-year budget (up to \$4.0 million based on a \$15.8 million budget)

PROPOSED LEA BUDGET FOR YEARS 1-3					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority ES #1	\$257,000	\$1,156,000	\$1,236,375	\$883,125	\$3,532,500
Priority ES #2	\$125,500	\$890,500	\$889,000	\$635,000	\$2,540,000
Priority MS #1	\$304,250	\$1,295,750	\$1,400,000	\$1,000,000	\$4,000,000
Priority HS #1	\$530,000	\$1,470,000	\$1,750,000	\$1,250,000	\$5,000,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,525,375	\$4,018,125	\$15,822,500

TIMELINE

Date	Action
January 2014	OSPI notifies LEAs with potential persistently-lowest achieving schools (i.e., Priority schools) immediately after ED's approval of Washington State's Principle 2 Amendment.
January 2014	OSPI publishes list of identified Priority schools after ED's approval of Washington State's Principle 2 Amendment.
January 6, 2014	OSPI notifies LEAs with Priority schools of their eligibility to participate in competitive application process for SIGs, pending ED approval of State's SIG application.
January 16, 2014	LEAs applying for competitive SIGs submit their <i>Statement of Interest</i> .
January 20, 2014	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 LEAs.
January 21, 2014	OSPI conducts informational webinar for LEAs to complete applications for SIGs.
January 22, 2014	OSPI establishes External Review Panel for LEA applications.
January – March 2014	OSPI issues weekly FAQs (questions and answers) to district superintendents submitting <i>Statements of Interest</i> . Web email address SIG@k12.wa.us will be used for frequently asked questions.
January 27 – February 14, 2014	<i>Needs Assessments</i> are conducted in each Priority school that LEAs

	have indicated they will apply to serve. Reports will be provided to LEA superintendents within one week of the assessment.
March 3, 2014	LEA submits application.
March 10-14, 2014	External Review Team scores LEA applications.
March 17-21, 2014	OSPI reviews LEA applications and results of the external review.
March 27-April 2, 2014	OSPI conducts face-to-face interviews.
April 8, 2014	OSPI announces competitive three-year grant awards to successful SIGs.
April 18, 2014	OSPI allocates funding to LEAs through the electronic application system (i.e., iGrants); LEAs submit final budget request in iGrants.
April 30, 2014	OSPI posts all final LEA applications for SIG's on OSPI website.
Spring – Summer 2014	LEA and schools conduct pre-implementation activities and use the Center on Innovation and Improvement 's evidence-based Indistar® online action-planning tool to assess District- and School-Level Expected Indicators and begin creating the Student and School Success Action Plan.
Spring – Summer 2014	OSPI and LEA monitor pre-implementation activities, including the school's Student and School Success Action Plan created on Center on Innovation and Improvement 's evidence-based Indistar® online action-planning tool.
Beginning of 2014-15 School Year	LEA and schools begin full implementation of selected SIG intervention model, including the continuation and development of the school's Student and School Success Action Plan created on Center on Innovation and Improvement 's evidence-based Indistar® online action-planning tool.

REQUIREMENT TO OPERATE SCHOOLWIDE TITLE I PROGRAMS

A targeted assistance Priority school that receives FY2013 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 2014-15 school year. LEAs are required to apply for the schoolwide waiver in their application in order to operate the Title I schoolwide program in their targeted assistance Priority school. To the extent the percentage of students from low-income families attending a Priority school operating a targeted assistance program is at or about 40 percent, a waiver is not needed.

COMPETITIVE SIGs - WHO SHOULD APPLY?

LEAs that submit applications must be willing to implement with fidelity one of the four specified intervention models in identified Priority schools. LEAs must be willing to provide evidence of *Greatest Need* and *Strongest Commitment* as defined in *Criteria for Competitive SIGs* above. Finally, LEAs 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 \$7.6 million is available in FY2013 for LEAs awarded Competitive SIG's.

WHAT WILL BE EXPECTED OF THE LEA?

Completing the Application:

LEAs must submit their completed Form Package 677 to OSPI on iGrants by **5:00 p.m. on Monday, March 3, 2014**. LEAs 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 Priority school may be served by SIG funds. In its application, each LEA will identify school(s) it will apply to serve and demonstrate capacity to do so; the LEA may decide it can best impact student achievement by focusing on a subset of its eligible schools.
- Conduct External Needs Assessment: Each LEA applying for competitive SIGs must arrange to have an OSPI-sponsored external *Needs Assessment* completed by The BERG Group in each Priority school the LEA identifies it will serve. The *Needs Assessment* is intended to assist the LEA in identifying the intervention model appropriate to each school.
 - *Needs Assessments* will be conducted during January and February 2014.
 - The *Needs Assessment* includes an analysis of the alignment of school structures and practices with the 7 Turnaround Principles described in federal guidance for Priority Schools, as well as the [Center on Innovation and Improvement](#)'s research based District- and School-Level Indicators, as well as analysis of data around student performance, student demographics, mobility patterns, school feeder patterns, strategic allocation of resources, and as applicable, alternative school best practices.
 - Findings from *Needs Assessments* must be made available to the school's staff, parents, and the community; the LEA; and other stakeholders.
- Engage Stakeholders: LEAs 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.

Throughout the Duration of the Grant:

- Implement Intervention Models: Participating LEAs must implement selected intervention model(s) with strict fidelity, per federal regulations. Federal intervention models include: turnaround, restart, 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>.
- Participate in Ongoing Assessment and Data Collection: Assurances require LEAs to use [Center on Innovation and Improvement](#)'s evidence-based Indistar® online action-planning tool 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 LEAs can expect on-site monitoring and technical assistance visits to verify successes and address challenges associated with implementation of the grant.
- Hold Priority Schools Accountable: LEAs must hold their Priority schools served with SIG funds accountable each year for meeting, or being on track to meet, achievement goals in reading/language arts and mathematics and as applicable, annual goals related to increasing graduation rates and 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.
- Participate in Required Evaluations: LEAs and participating schools are required to take part in any federally required evaluations of the School Improvement Grant.

TECHNICAL ASSISTANCE AVAILABLE FROM OSPI

As a support to LEAs, OSPI's Office of Student and School Success can serve as a partner in delivering supportive services and technical assistance. Over the last two years, the Office of Student and School Success developed and field tested practices in such areas as:

- English Language Development: Implementing Sheltered Instruction
- Mathematics and ELA/Reading: Systems Gap Analyses
- Mathematics and ELA/Reading: Differentiated Instruction
- Mathematics, ELA/Reading, Special Education, English Language Development: Creating an Effective Learning Environment
- Special Education: Program Analysis
- Special Education: Incorporating Academic Learning Standards into IEPs
- All Content Areas; Cultural Competence and Language

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

Attachment 7:

LEA Application for School Improvement Grant, Cohort III

Part II: LEA Requirements / A. Schools to be Served – E. Waivers



Part II: LEA Requirements

Attachment 7. LEA Application

This application in its entirety serves as the foundation for all participating LEAs to use as they develop short- and long-term improvement plans to fully and effectively implement selected intervention(s) in identified Priority schools during the three-year timeline submitted in this application. LEAs 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](#). LEAs are strongly encouraged to review the **Scoring Guide**, found under the profile link in iGrants that will be utilized to evaluate LEA 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 Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.									
SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	Intervention (TIER I AND II/PRIORITY 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

An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.

- a. Is the LEA applying to serve a Priority school identified by the State? Yes No
 - b. Describe the process used to determine the appropriate intervention model (i.e., turnaround, restart, closure, transformation) for each Priority school the LEA has committed to serve.
- (2) The LEA must ensure that each Priority school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
 - (3) The LEA must describe actions it has taken, or will take, to—
 - a. Determine its capacity to provide adequate resources and related support to each Priority school, identified in the LEAs application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;
 - b. Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
 - c. Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
 - e. Sustain the reforms after the funding period ends.
 - (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Priority school, identified in the LEAs application.

Use the tables below to assist in responding to this question. Complete one set of tables for each identified Priority school, identified in the LEAs application. 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 #1 in the LEAs 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

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. LEAs may also include additional annual goals they will use to monitor each Priority 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. All goals are subject to approval by OSPI.

Proposed Annual Goals

Directions: Use the chart below to describe annual goals on State assessments that will be used to monitor each Priority school identified in this application (subject to OSPI approval). LEAs may also identify additional annual goals that will be used to monitor progress in each Priority school. 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	2014-15: 2015-16: 2016-17:	2014-15: 2015-16: 2016-17:
4	2014-15: 2015-16: 2016-17:	2014-15: 2015-16: 2016-17:
5	2014-15: 2015-16: 2016-17:	2014-15: 2015-16: 2016-17:
6	2014-15: 2015-16: 2016-17:	2014-15: 2015-16: 2016-17:
7	2014-15: 2015-16: 2016-17:	2014-15: 2015-16: 2016-17:
8	2014-15: 2015-16: 2016-17:	2014-15: 2015-16: 2016-17:
10	2014-15: 2015-16: 2016-17:	2014-15: 2015-16: 2016-17:

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:

- (6) As appropriate, the LEA must consult with relevant stakeholders (administrators, teachers, and other staff; parents; unions representing employees within the LEA; students; and other representatives of the local community) regarding the LEAs application and implementation of school improvement models in its Priority schools. Attach evidence demonstrating how the LEA is collaborating on matters related to contracts and current collective bargaining practices (e.g. Memorandum of Understanding).

Section C. Budget

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Priority school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEAs Priority schools.

The proposed budget for Year 1 must also indicate the amount of SIG funds the LEA will expend for pre-implementation activities in spring and summer 2014 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 LEA will allocate SIG funds over a maximum three-year period, with **separate** budgets for each of the Priority school the LEA commits to serve. The proposed budget should be consistent with the activities and timeline described in Question #4 of this application.

- a. Identify **each Priority school** the LEA commits to serve.
- b. Identify the **model** that the LEA will use in each Priority school.
- c. Include the **total for each year for the LEA** (for a maximum of 3 years through September 30, 2017). Include the total for pre-implementation activities in the budget for Year 1 for the LEA.
- d. Include the **total for each year for each Priority school** (for a maximum of 3 years through September 30, 2017). 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 LEA and each Priority school** for a maximum of 3 years (through September 30, 2017).
- f. Provide **budget narrative** to support proposed budget.

Proposed Three-Year Budget – Amounts

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority ES #1	\$257,000	\$1,236,375	\$883,125	\$3,532,500	\$3,938,000
Priority ES #2	\$125,500	\$889,000	\$635,000	\$2,540,000	\$2,657,500
Priority MS #1	\$304,250	\$1,400,000	\$1,000,000	\$4,000,000	\$4,800,000
Priority HS #1	\$530,000	\$1,750,000	\$1,250,000	\$5,000,000	\$5,735,000
LEA-Level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,525,375	\$4,018,125	\$15,822,500

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 (2015-16 and 2016-17) will be based on school and LEA performance on agreed-upon measures and availability of federal school improvement grant funds.

2. Individual Proposed LEA and School Budgets through June 30, 2015 (Year 1)

In the space below, provide **individual** proposed funding amounts and budget narrative indicating how the LEA will allocate SIG funds through June 30, 2015, with **separate** detailed budgets for the LEA and each of the Priority schools the LEA 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, 2015 for the following actions:

- Conduct school and LEA activities during the pre-implementation period (spring and summer 2014) that will enable full and effective implementation of the selected intervention (i.e., turnaround, restart, closure, transformation) in each Priority school identified in this application.
- Implement the selected school intervention model in each Priority school it commits to serve.
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in identified Priority schools.

As appropriate, include State-level technical assistance and other supportive services required or requested and agreed upon by OSPI and the LEA. Requests may support pre-implementation activities at the school or LEA level, implementation of intervention models in Priority schools or associated LEA-level activities. LEAs may also contact the Office of Student and School Success regarding the use of external providers.

Individual Proposed LEA and School Budgets through June 30, 2015 (Year 1)

LEA: _____

	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 Selected: _____

	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

Note: An LEAs budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEAs three-year budget plan.

An LEAs budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

Section D. Assurances

Required by the U.S. Department of Education:

1. Use its School Improvement Grant to implement fully and effectively an intervention model in each Tier I and Tier II school, or each priority school, that the LEA commits to serve, consistent with the final requirements;
2. 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, or priority 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;
3. If it implements a restart model in a Tier I or Tier II school, or priority 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;

4. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select, and provide oversight to external providers to ensure their quality;
5. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
6. Report to the SEA the school-level data required under section III of the final requirements.

Required by OSPI:

7. 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];
8. Participate in on-site monitoring and technical assistance visits to verify successes and address challenges associated with implementation;
9. Report the required school-level data required under section III of the final requirements in a manner determined by Office of Superintendent of Public Instruction (OSPI);
10. Utilize an OSPI-specified online tool (i.e., [Center on Innovation and Improvement](#)'s evidence-based Indistar® online action-planning tool) 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.
11. Hold their Priority 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;
12. Utilize the schoolwide waiver to implement, as applicable, a schoolwide Title I program in each targeted assistance Priority school to support full and effective implementation of the selected intervention in 2014-15 (Note: A targeted assistance school that receives SIG funds to begin implementation of an intervention model in the 2014-15 school year must become a schoolwide school, through the schoolwide waiver, beginning in the 2014-15 school year. The LEA is required to apply for the schoolwide waiver in order to operate the Title I schoolwide program in a targeted assistance Priority participating school. To the extent the percentage of students from low-income families attending a Priority school operating a targeted assistance program is at or about 40 percent, a waiver is not needed);
13. 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;
14. 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;
15. 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;
16. 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;

17. 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;
18. 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 LEA;
19. 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;
20. 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;
21. 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;
22. 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
23. 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.

Section E. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Priority school that does not meet the 40 percent poverty eligibility threshold.

Attachment 8:

Required Elements of Each Intervention Model

Part II: LEA Requirements



Part II: LEA Requirements
Attachment 8. 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, Closure, and Restart**. A LEA must agree to implement fully and effectively one of these interventions in each Priority school that the LEA commits to serve.

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

The **Restart model** requires the LEA to convert or to close and reopen the low-achieving school under a charter organization or education management organization (EMO), which is a non-profit or for-profit organization that provides whole school operation services to a LEA (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	X³
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

³ 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.

X = Required		O = Optional	
		Turnaround	Transformation
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	
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	O	O	

X = Required		O = Optional	
		Turnaround	Transformation
advantage of these programs and coursework.			
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 9:

Scoring Guide/Rubrics for LEA Applications for Competitive School Improvement Grant

Part II: LEA Requirements



Attachment 9
LEAs Applying for Competitive School Improvement Grants (SIGs)
Scoring Guide

DISTRICT: _____

REVIEWER # _____

_____/250

PRIORITY SCHOOL: _____

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 LEA's must complete the following: *Assurances, Certification, Section A: Schools to be Served, B: Descriptive Information, Section C: Budget*, and if applicable, *Section D: Waivers*.
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 LEAs 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	TOTAL
Assurances and Certification	Required	N/A	Required
Section A: Schools to be served	Required	N/A	Required
Section B: Descriptive Information	Required response	N/A	Required response
Question 1a: Applying to serve a Priority school?			
Question 1b: Selection of Intervention Model	30		30
Section B:			
Question 2: State and local funds absent of SIG funds	10		10
Section B:			
Question 3a: Process to determine model	30		30
Section B:			
Question 3b: Actions to implement model (Score provided in Question #4)	N/A	N/A	N/A
Section B:			
Question 3c: Selection of external providers (if applicable)	10		10
Section B:			
Question 3d: Actions to modify practices or policies	30		30
Section B:			
Question 3e: Actions to sustain reforms	30		30
Section B:			
Question 4: Timeline	60		60
Section B:			
Question 5a: Annual goals	20		20
Section B:			
Question 5a: High school dropout rate (if applicable)	10		10

Section B: Question 6: Stakeholder involvement	20		20
Budget	Required	N/A	Required
GRAND TOTAL			/250

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

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

Section B: Descriptive Information

For each question, determine the degree to which the LEA completed the following actions. Responses for schools receiving services as Priority, Focus, or Emerging schools in 2013-14 will also explicitly refer to the school’s current Student and School Success Action Plan on [Center on Innovation and Improvement](#)’s evidence-based Indistar® online action-planning tool, including (a) ways that the LEA has supported, or has committed to support, the school to fully and effectively implement the Turnaround Principles; (b) evidence of implementation and impact of the S.M.A.R.T. Goals described in the plan; and (c) barriers to the school fully and effectively implementing the Turnaround Principles.

Each element within each dimension described above will be rated using the following scale.

Level	Explanation	Points
Strong	The response is clear, complete, and provides detailed, compelling evidence (including supporting documentation as appropriate) that meets the requirements listed in the criteria section of each LEA application question.	10
Adequate	The response is clear, complete, and provides some evidence, that meets the requirements listed in the criteria section of each LEA application question.	5
Weak	The response is incomplete and lacks evidence that meets the requirements listed in the criteria section of each LEA application question.	1

Q1a: Is the LEA applying to serve a Priority school identified by the State? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Q1b: Describe the process used to determine the appropriate intervention model (i.e., turnaround, restart, closure, transformation) for each Priority school the LEA has committed to serve. Also describe ways in which findings of the required OSPI <i>Needs Assessment</i> , and if applicable, progress with the current Student and School Success Action plan on Center on Innovation and Improvement ’s evidence-based Indistar® online action-planning tool were utilized. Include the name(s) of the school(s) in the description.				
Criteria:	1 point	5 points	10 points	Score
	<i>Weight = Actual Score</i>			
a. Utilized <u>multiple forms</u> of data and described how they were used to supplement the findings of the <i>Needs Assessment</i> to select an appropriate intervention model in each Priority school. Examples may include: <ul style="list-style-type: none"> • Perceptual data from students, staff, and parents regarding alignment of school practices with the 7 Turnaround Principles described in federal guidance for Priority Schools, as well as the Center on 	Provides weak evidence in addressing 1-2 additional forms of data.	Provides adequate evidence in addressing 3 or 4 additional forms of data.	Provides strong evidence in addressing 5 or more sources of additional data in the district’s	___/10

<p>Innovation and Improvement's research-based District- and School-Level Indicators.</p> <ul style="list-style-type: none"> • Student achievement data on formative and summative assessments; • Teacher qualifications and placement; • Budget, including per pupil expenditures; and • Current Student and School Success Action Plans or other school improvement plans and progress toward identified goals. 			analysis of the best intervention model for the school.	
<p>b. 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. 	Provides weak evidence in addressing 1-2 instances of outreach and how input was used.	Provides adequate evidence of engagement with education association in addition to 2 other stakeholder groups; describes how input was used.	Provides strong evidence of engagement with education association and at least 3 other stakeholder groups; describes how input was used to determine intervention model.	__/10
<p>c. 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 LEAs 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 LEAs 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 LEA. 	Provides weak evidence of considering the criteria.	Provides adequate evidence in addressing 2-3 of the criteria.	Provides strong evidence in addressing all criteria when selecting the best intervention model for the school.	__/10
Total for Question 1b				__/30

Q2: Provide evidence that each Priority school that it commits to serve receives all the State and local funds it would receive in the absence of the School Improvement funds and that those resources aligned with the interventions.

Criteria:	1 point	5 points	10 points	Score
	<i>Weight = Actual Score</i>			
<p>a. Provides evidence the district has received all the State and local funds it would receive in the absence of the School Improvement funds that those resources are aligned with the interventions.</p> <ul style="list-style-type: none"> LEA explains how local and state funds, including Federal dollars and any competitive grant funds will be aligned to support the SIG intervention components and the LEA strategies identified in the application. LEA assures that SIG funds will be used only to support the intervention model components and LEA strategies identified in the application and that expenditure of SIG funds at the LEA level will be limited to critical services to support the SIG building in areas where the LEA does not have the current capacity. 	Provides weak evidence of effort in this area.	Provides adequate evidence in addressing at least 2 steps to increase capacity to implement intervention.	Provides strong evidence in addressing 3 or more steps to increase capacity to implement intervention.	___/10
Total for Question 2				___/10

Q3a: Provide evidence the LEA has capacity to use SIG funds to provide adequate resources and related support to each Priority school in order to fully and effectively implement the required activities of the selected intervention model(s). If applicable, provide evidence of how the LEA used its “up to 20% set aside” of Title I funds to support identified Priority, Focus, and Emerging schools in 2012-13 and/or 2013-14.

Criteria:	1 point	5 points	10 points	Score
	<i>Weight = x 3</i>			
<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 Priority, Focus, and other low-performing schools in the LEA and if they are in a “feeder pattern” or network/cluster; 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); 	Provides weak information to address sufficient elements in making a case for not serving all of its identified Priority schools.	Provides adequate elements in making a case for not serving all of its identified Priority schools.	Provides strong evidence making a case for not serving all of its identified Priority schools.	___/30

<ul style="list-style-type: none"> • LEAs 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 Priority school; • LEAs determination that it can have the greatest impact on student achievement by focusing resources heavily in a subset of Priority schools, thereby attempting to turnaround some schools before proceeding to others; • LEAs determination that it can have the greatest impact on student achievement by implementing one of four federal intervention models in its identified Priority schools; and • For the closure model, access and proximity to higher-performing schools in the LEA. <p><i>Note:</i> For LEAs applying to serve more than one school through one or more intervention models, the LEA acknowledges increased demands on its capacity to support multiple intervention models and describes strategies to address those demands.</p>				
<p>Q3b: Provide evidence that the design and implementation of interventions are consistent with the final requirements of the turnaround, restart, closure, or transformation model. 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. Please refer to OSPI’s <i>Current Level of Development for Expected Indicators</i> document, as well as the Rubric for Question 3.b when responding to this prompt.</p>				
<p>Q3c: For each Priority school identified in the application, explain actions the LEA has taken, or will take, to recruit, screen, and select external providers (if applicable), to ensure the school receives ongoing, intensive technical assistance and related support from the LEA, external consultants, OSPI’s Office of Student and School Success, regional Education Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO]).</p>				
<p style="text-align: center;">Criteria:</p>	<p style="text-align: center;">1 point</p>	<p style="text-align: center;">5 points</p>	<p style="text-align: center;">10 points</p>	<p style="text-align: center;">Score</p>
<p style="text-align: center;"><i>Weight = Actual Score</i></p>				
<p>a. LEAs outlines plan to <u>provide ongoing, intensive technical assistance and related support</u> (e.g., hiring instructional coach, leadership coach, LEA turnaround specialist).</p> <p>b. LEA provides an explanation of how the LEA has determined that <u>engagement of external consultants is expected to result in substantial</u></p>	<p>Provides weak evidence of steps to provide technical assistance and support.</p>	<p>Provides adequate evidence of steps to provide technical</p>	<p>Provides strong evidence of steps to provide technical assistance and</p>	<p style="text-align: center;">/10</p>

<p><u>raises in student achievement and teacher performance</u>, such as:</p> <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. <p>c. LEA 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 LEA 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. <p>d. Describes evaluation process which will be used to monitor <u>supports and services provided by the LEA 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>e. OR, LEA STATES THAT NO EXTERNAL PROVIDERS WILL BE USED</p>		assistance and support.	support.	
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Q3d: For each Priority school identified in the application, explain actions the LEA 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). If applicable, describe actions the LEA has taken, or has committed to take, to modify its practices and policies to support its Priority, Focus, and Emerging schools to fully and effectively implement the Turnaround Principles.

Criteria:	1 point	5 points	10 points	Score
	<i>Weight = Actual Score</i>			
a. Identifies process to review current practices and policies which <u>support</u>	Provides weak	Provides	Provides strong	___/10

<p><u>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 LEA practices or policies that research (e.g., Center on Innovation and Improvement's research-based District- and School-Level Indicators, OSPI's <i>Characteristics of Improved Districts: Themes from Research</i>) suggests can support or impede implementation of intervention(s); and • Evidence of LEAs assessment of current practices and policies in light of required, and as appropriate, optional actions for selected intervention(s). 	evidence in addressing fewer than 3 of these elements.	adequate evidence in addressing 3 or 4 of the suggested elements.	evidence in addressing more than 4 of the suggested elements; the plan uses research on effective LEA practices to support implementation of intervention.	
<p>b. Describes processes <u>for intentional, frequent communication</u> between superintendent/LEA 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 LEA practices.</p>	Provides weak evidence in addressing communication plan.	Provides adequate evidence in addressing quarterly communication between LEA and school.	Provides strong evidence in detailing 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). 	Shows weak evidence in addressing system-wide plan.	Shows adequate evidence in describing how the plan aligns some programs and practices.	Shows strong evidence in describe how a complete plan aligns programs and practices with the selected intervention(s).	___/10

Q3e: For each Priority school identified in the application, explain actions the LEA has taken, or will take, to sustain the reforms after the funding period ends. If applicable, describe actions the LEA has taken, or has committed to take, to modify its practices and policies to support its Priority, Focus, and Emerging schools to fully and effectively implement the Turnaround Principles after these schools exit Priority, Focus, or Emerging status.

Criteria:	1 point	5 points	10 points	Score
	<i>Weight = x 3</i>			
<p>Describes <u>system-wide infrastructures</u> the LEA has developed, or will develop, to sustain reforms in Priority schools over time. The LEAs response may identify the following:</p> <ul style="list-style-type: none"> • Board-adopted policies and practices, systems, and supports for Priority schools to sustain changes and innovations; • Systems and supports for Priority 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. 	Provides weak evidence in addressing fewer than 3 of these elements.	Provides adequate addressing in providing 3 or 4 of the suggested elements.	Provides strong evidence in addressing more than 4 of the suggested elements; the plan uses research on effective LEA practices to support sustaining reforms after the funding period.	___/30
Total for Questions 3				___/100

Q 4: Provide a three-year timeline delineating the steps the District will take to implement the selected intervention model(s) in each Priority school identified in this application. The timeline should also identify pre-implementation activities that will be utilized in spring and summer 2014 to prepare for full and effective implementation of the selected intervention(s) in the 2014-15 school year. Pre-implementation activities for newly identified schools include assessing all Expected Indicators on [Center on Innovation and Improvement](#)'s evidence-based Indistar® online action-planning tool and creating initial action plans in Indistar®. Pre-implementation activities for schools receiving services as Priority, Focus, or Emerging schools in 2013-14 will include monitoring and revising current plans so they align with the required elements of the selected federal intervention model, Note: Activities in the timeline should correspond directly to the budget and to the responses to Questions #3a - #3e provided in this application.

LEAs were asked to use the tables provided in the application assist in responding to this question and to complete two tables for each Priority 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 described in each table should reflect Assurance #1 in the LEAs 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).

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

LEAs 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/LEA is moving toward full and effective implementation of the selected intervention in 2014-15. Table should align with responses to Question #3a through Question #3e. LEAs may also include optional elements for the selected intervention.

Directions for Table 2: Year 2 and Year 3

LEAs 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/LEA fully and effectively implements the selected intervention in 2015-16 and 2016-17. Actions should also demonstrate evidence the LEA has developed capacity to sustain reforms after the funding period ends. Table should align with responses to Question #3a through Question #3e. Additionally, LEAs may include optional elements for the selected intervention model.

Criteria:	Points Possible			Score
a. Table 1 for each identified Priority school: Provides table that includes specific strategies and timeline for each required element of the selected intervention. These will align with Expected Indicators on Center on Innovation and Improvement 's evidence-based Indistar® online action-planning tool; the school will utilize Indistar® as the platform for its action-planning process.	1 point	5 points	10 points	___/30 per Priority school
	<i>Weight = x 3</i>			
	Provides weak evidence in developed; does not include specific strategies and/or timeline for each required element.	Provides adequate evidence in addressing at least one strategy and timeline for each required element, consistent with Assurance #1 of the LEA application.	Provides strong evidence in addressing all required elements of the selected intervention(s), consistent with Assurance #1 of the LEA application.	
b. Table 2 for each identified Priority school: Provides table for Year 2 activities ensuring full and effective implementation of all required elements of the selected intervention.	1 point	5 points	10 points	___/20 per Priority school
	<i>Weight = x 2</i>			
	Provides weak evidence in developed; does not include specific strategies and/or timeline for each required element.	Provides adequate evidence in addressing at least one strategy and timeline for each required element, consistent with Assurance #1 of the LEA application.	Provides strong evidence in addressing all required elements of the selected intervention(s), consistent with Assurance #1 of the LEA application.	

c. Table 2 for each identified Priority school: Provides table for Year 3 activities demonstrating the district will have capacity to sustain reforms after the funding period ends.	1 point	5 points	10 points	___/10 per Priority school
	<i>Weight = Actual Score</i>			
	Provides weak evidence in developed; does not include specific strategies and/or timeline for each required element.	Provides adequate evidence in addressing at least one strategy and timeline for each required element, consistent with Assurance #1 of the LEA application.	Provides strong evidence in addressing all required elements of the selected intervention(s), consistent with Assurance #1 of the LEA application.	
Total Score for Question 4				___/60

Q5a: ACADEMIC GOALS: LEAs were asked to complete a table to describe proposed annual goals for student achievement on the State’s assessments in reading/language arts and mathematics the LEA established to monitor each Priority school that receives SIG funds. If the Priority 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. LEAs may also include additional annual goals they will use to monitor each Priority school.

Goals must be sufficiently rigorous to lead to the school substantially raising student achievement and goals will be at least equal to the AMOs for the schools and its subgroups exiting Priority, Focus, or Emerging status by the end of the funding period. Goals are subject to approval by OSPI.

Criteria:	1 point	5 points	10 points	Score
	<i>Weight = x 2</i>			
Provides specific <u>annual goals</u> on the State’s annual assessments in reading/language arts and mathematics. Goals are <u>sufficient</u> to substantially raise student achievement and ensure the school makes significant progress toward exiting Priority, Focus, or Emerging by the end of the funding period.	Grade-level goals for annual growth in achievement are missing or do not ensure the school will reach the State	Grade-level goals for annual growth in achievement ensure gaps are closing between	Grade-level goals for annual growth in achievement ensure gaps are closing between	___/20

<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>Uniform Bar at the end of the funding period.</p>	<p>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>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>	
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<p>Total Score for Question 5a (Academic)</p>	<p>__/20</p>
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Q5a: DROPOUT REDUCTION GOAL (if applicable): High schools identified as Priority 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.

Goals must be sufficiently rigorous to lead to the school substantially raising student achievement and goals will be at least equal to the AMOs for the schools and its subgroups exiting Priority, Focus, or Emerging status by the end of the funding period. Goals are subject to approval by OSPI.

<p>Criteria:</p>	<p>1 point</p>	<p>5 points</p>	<p>10 points</p>	<p>Score</p>
	<p><i>Weight = Actual Score</i></p>			
<p>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 Priority, Focus, or Emerging 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.</p>	<p>Goals for annual dropout rates ensure the graduation rate is at least 60% by the end of the funding period.</p>	<p>Goals for annual dropout rates ensure the graduation rate is at least 75% by the end of the funding period.</p>	<p>Goals for annual dropout rates ensure the graduation rate is at least 85% by the end of the funding period.</p>	<p>__/10</p>

Total Score for Question 5a (Dropout Reduction) (if applicable)	___/10
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Q6: Describe how, as appropriate, the LEA collaborated with administrators, teachers, and other staff; parents; unions representing employees within the LEA; students; and other representatives of the local community to develop this application and implement intervention model(s) in its Priority schools. Attach evidence demonstrating how the LEA is collaborating on matters related to contracts and current collective bargaining practices (e.g., Memorandum of Understanding).

Criteria:	1 point	5 points	10 points	Score
	<i>Weight = x2</i>			
Identifies <u>relevant stakeholder groups</u> who were consulted during the <u>application process</u> and will be consulted during the <u>pre-implementation and implementation process</u> . Actions include: <ul style="list-style-type: none"> • Identifies relevant stakeholder groups with whom the LEA will consult; • Provides timeline for Priority schools which indicates regular consultation with relevant stakeholders; and • Describes a variety of two-way communication models (e.g., survey, focus group) that will be used to gather input from these groups; and • Describes how stakeholder input will be utilized. 	Provides weak evidence of stakeholder involvement during implementation.	Provides adequate evidence of stakeholder involvement during implementation.	Provides strong evidence of stakeholder involvement and plans for continued involvement through the SIG timeline.	___/20
Total for Question 6				___/20

LEA Application Budget

The LEAs budget includes sufficient funds to implement the selected intervention fully and effectively in each Priority school identified in the LEAs application the period of availability of SIG funds (taking into account any waiver extending that period received by either OSPI or the district).

The budget also includes sufficient funds in the Year 1 budget to support pre-implementation activities during spring and summer 2014.

Criteria:			Meets Criteria
a. Proposed budget for each Priority school the LEA 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 Priority school(s) over a period of three years through September 30, 2017, pending additional federal school improvement grant funding for 2015-16 and 2016-17.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
b. Proposed budget for pre-implementation activities for each Priority school identified in the application is of sufficient size and scope to support effective implementation of required and optional activities in spring and summer 2014, so that the LEA 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
c. 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 Priority 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
d. Proposed budget includes funding for LEA-level activities necessary to support the implementation of school intervention models in Priority schools.	Information is incomplete.	All information is complete and proposed budget follows federal guidelines.	Yes/No
e. Proposed budget reflects how the LEA will sustain improvement efforts after the end of the grant period.	Information is incomplete.	All information is complete and proposed budget follows federal	Yes/No

		guidelines.	
f. If applicable, proposed budget reflects amounts agreed upon between the LEA and OSPI/Office of Student and School Success 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
g. Proposed budget reflects how the LEA 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

Scoring Rubric for LEA SIG Applications Question 3b

LEA _____ School _____ Reviewer _____

This section is to be completed for each Priority school selected for Transformation Model.

Note. Column 2 includes [Center on Innovation and Improvement](#)'s evidence-based Indistar® online action-planning tool Expected Indicators that must be addressed in the LEA's application. LEAs and schools may refer to OSPI's *Current Level of Development Review for Expected Indicators* document to identify specific attributes for Expected Indicators. Additional information may be required to effectively address the entire requirement for the selected intervention model. LEAs may refer to SIG Guidance for a complete description of each intervention model.

Transformation Model Elements	Required Element Missing 0 points— Disqualified	1 point	5 points	10 points	Score
Teachers and Leaders					
Replace the principal.*	Required; must address Expected Indicator P1-A and P1-B	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 LEA has implemented “in whole or in part” the required elements of the selected intervention model.		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.”	

Transformation Model Elements	Required Element Missing 0 points— Disqualified		1 point	5 points	10 points	Score
Implement such strategies as financial incentives and career ladders for hiring, placing, and retaining effective teachers.	Required		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong 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; must address Expected Indicator P2-A and P2-B		LEA shows weak willingness to implement this element	Plan shows adequate development of this element	Plan details strong 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 weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong 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		Weak development	Adequate development	Strong development	
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher’s seniority.	Optional		Weak development	Adequate development	Strong development	
Total Score for this Element:						___/40

Transformation Model Elements	Required Element Missing 0 points— Disqualified	1 point	5 points	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; must address Expected Indicator P4-A AND P4-IIA01, P4-IIA03, and/or P4-IIIA07		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong 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; must address Expected Indicator P2-C, AND P2-IF11, P2-IF12, and/or P2-IF14		LEA shows weak willingness to implement ongoing, high quality, job-embedded professional development, but the planning process has not yet begun.	LEA plans to implement adequate ongoing, high quality, job-embedded professional development, but is planning to implement only some of the elements indicated in the guidance. <i>(See description to the right.)</i>	LEA plans to implement strong 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	___/10

Transformation Model Elements	Required Element Missing 0 points— Disqualified		1 point	5 points	10 points	Score
					work, achievement data; collaboratively planning & adjusting instructional strategies; consultations with outside experts, observations of classrooms practices; may include collaborative planning time.)	
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; must address Expected Indicator P5-A AND P5-IID08 and/or P5-IID12		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong 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		Weak development	Adequate development	Strong development	
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	Optional		Weak development	Adequate development	Strong development	

Transformation Model Elements	Required Element Missing 0 points— Disqualified		1 point	5 points	10 points	Score
	Optional					
Implement a school-wide response to intervention model.	Optional		Weak development	Adequate development	Strong development	
Provide additional support and professional development to teachers to support students with disabilities and limited English proficient students.	Optional		Weak development	Adequate development	Strong development	
Use and integrate technology-based supports and interventions as part of instructional program.	Optional		Weak development	Adequate development	Strong development	
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	Optional		Weak development	Adequate development	Strong 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		Weak development	Adequate development	Strong development	
Secondary Schools: Improve student transition from middle to high school.	Optional		Weak development	Adequate development	Strong development	
Secondary Schools: Establish early warning systems.	Optional		Weak development	Adequate development	Strong 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; must address Expected Indicator P3-A, AND P3-IVD05		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong steps they have taken or are ready to implement regarding this element.	__/10

	and/or P3-IVD06					
Transformation Model Elements	Required Element Missing 0 points— Disqualified		1 point	5 points	10 points	Score
Provide ongoing mechanisms for family and community engagement.	Required; must address Expected Indicator P7-A and P7-B; AND P7- IVA02, P7IVA04, P7-IVA01 and/or P7-IVA13		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong 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		Weak development	Adequate development	Strong 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		Weak development	Adequate development	Strong development	
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	Optional		Weak development	Adequate development	Strong development	
Implement approaches to improve school climate and discipline.	Optional		Weak development	Adequate development	Strong development	
Expand program to offer pre-kindergarten or full day kindergarten.	Optional		Weak development	Adequate development	Strong development	
Total Score for this Element:						___/20

Transformation Model Elements	Required Element Missing 0 points— Disqualified	1 point	5 points	10 points	Score	
Provide operational flexibility and sustained support						
Give school sufficient operational flexibility (staffing, calendar, and budget) to implement fully comprehensive approach.	Required; must address Expected Indicator P1-C		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong steps they have taken or are ready to implement regarding this element.	__/10
Ensure school receives intensive ongoing technical support from LEA, state, or external partners.	Required		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong 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		Weak development	Adequate development	Strong development	
Implement a new school model (e.g., themed, dual language academy)	Optional		Weak development	Adequate development	Strong development	
Implement a per-pupil school based budget formula that is weighted based on student needs.	Optional		Weak development	Adequate development	Strong development	
Total Score for this Element:						__/20
Total for this School						__/110

Scoring Rubric for LEA SIG Applications Question 3b

LEA _____ School _____ Reviewer _____

This section is to be completed for each Priority school selected for Turnaround Model.

Turnaround Model Elements	Required Element 0 points— Disqualified	1 point	5 points	10 points	Score
Teachers and Leaders					
Replace the principal.*	Required; must address Expected Indicator P1-A and P1-B	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 LEA has implemented “in whole or in part” the required elements of the selected intervention model.		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; must address Expected	LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong steps they have taken or are ready to	__/10

Turnaround Model Elements	Required Element 0 points— Disqualified		1 point	5 points	10 points	Score
	Indicator P2-A and P2-B					
					implement regarding this element.	
Screen all existing staff and select new staff, rehiring no more than 50%	Required		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong steps they have taken or are ready to implement regarding this element.	___/10
Implement such strategies as financial incentives and career ladders for hiring, placing, and retaining effective teachers.	Required		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong steps they have taken or are ready to implement regarding 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		Weak development	Adequate development	Strong 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		Weak development	Adequate development	Strong 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		Weak development	Adequate development	Strong development	
Ensure school is not required to accept a teacher without	Optional		Weak	Adequate	Strong	

Turnaround Model Elements	Required Element 0 points— Disqualified		1 point	5 points	10 points	Score
mutual consent of teacher and principal, regardless of teacher's seniority.			development	development	development	
Total Score for this Element:						__/40
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; must address Expected Indicator P4-A AND P4-IIA01, P4-IIA03, and/or P4-IIIA07		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong 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 to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies..	Required; must address Expected Indicator P2-C, AND P2-IF11, P2-IF12, and/or P2-IF14		LEA shows weak willingness to implement ongoing, high quality, job-embedded professional development, but the planning process has not yet begun.	LEA plans to implement adequate ongoing, high quality, job-embedded professional development, but is planning to implement only some of the elements indicated in the guidance.	LEA plans to implement strong 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	__/10

Turnaround Model Elements	Required Element 0 points— Disqualified		1 point	5 points	10 points	Score
				<i>(see description to the right.)</i>	& 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).	
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; must address Expected Indicator P5-A AND P5-IID08 and/or P5-IID12		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong 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		Weak development	Adequate development	Strong development	
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student	Optional		Weak development	Adequate development	Strong development	

Turnaround Model Elements	Required Element 0 points— Disqualified		1 point	5 points	10 points	Score
achievement, and modified if ineffective.						
Implement a school-wide response to intervention model.	Optional		Weak development	Adequate development	Strong development	
Provide additional support and professional development to teachers to support students with disabilities and limited English proficient students.	Optional		Weak development	Adequate development	Strong development	
Use and integrate technology-based supports and interventions as part of instructional program.	Optional		Weak development	Adequate development	Strong development	
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc..	Optional		Weak development	Adequate development	Strong 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		Weak development	Adequate development	Strong development	
Secondary Schools: Improve student transition from middle to high school.	Optional		Weak development	Adequate development	Strong development	
Secondary Schools: Establish early warning systems.	Optional		Weak development	Adequate development	Strong 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; must address Expected Indicator P3-A, AND		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong steps they have taken or are ready to implement regarding this element.	__/10

Turnaround Model Elements	Required Element 0 points— Disqualified		1 point	5 points	10 points	Score
	P3-IVD05 and/or P3-IVD06					
Provide appropriate social-emotional and community-oriented services and support for students.	Required; must address Expected Indicator P6-IIC16		LEA shows weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong steps they have taken or are ready to implement regarding this element.	__/10
Provide ongoing mechanisms for family and community engagement.	Optional		Weak development	Adequate development	Strong 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		Weak development	Adequate development	Strong development	
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	Optional		Weak development	Adequate development	Strong development	
Implement approaches to improve school climate and discipline.	Optional		Weak development	Adequate development	Strong development	
Expand program to offer pre-kindergarten or full day kindergarten.	Optional		Weak development	Adequate development	Strong 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 weak willingness to implement this element.	Plan shows adequate development of this element.	Plan details strong steps they have taken or are ready to implement	__/10

Turnaround Model Elements	Required Element 0 points— Disqualified		1 point	5 points	10 points	Score
					regarding 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 weak willingness to give principal flexibility in staffing, time and budget.	LEA has drafted adequate plans that will give the principal flexibility in staffing, time and budget.	LEA has begun laying the groundwork for strong implementation of principal flexibility in staffing, time and budget.	__/10
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		Weak development	Adequate development	Strong development	
Implement a per-pupil school based budget formula that is weighted based on student needs.	Optional		Weak development	Adequate development	Strong development	
Total Score for this Element:						__/20
Total for this School						__/ 110

Scoring Rubric for LEA SIG Applications Question 3b

LEA _____ School _____ Reviewer _____

This section is to be completed for each Priority school selected for Restart Model.

School Restart Elements	Required Element 0 points— Disqualified		1 point	5 points	10 points	Score
LEA has indicated which school will use the Restart model						
LEA has delineated the process to be used in selecting an EMO.			Weak development	Adequate development	Strong development	___/10
The LEA has established a pool of potential partners with interest and exhibited capacity to restart the selected school.			Weak development	Adequate development	Strong development	___/10
The LEA has indicated the elements of the “rigorous review process it has used or will use to identify an appropriate Educational Management Organization.			Weak development	Adequate development	Strong development	___/10
The LEA 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.			Weak development	Adequate development	Strong development	___/10
The LEA will monitor the EMO for student achievement goals.			Weak development	Adequate development	Strong development	___/10
Total for this School						/50
Comments:						

Scoring Rubric for LEA SIG Applications Question 3b

LEA _____ School _____ Reviewer _____

This section is to be completed for each Priority school selected for Closure Model.

School Closure Elements	Required Element 0 points— Disqualified		1 point	5 points	10 points	Score
LEA has indicated which school will be closed						
LEA has established a timeline ensuring students from the closed school will be assigned to higher-achieving schools in the district beginning with the 2014-15 school year.			Weak development	Adequate development	Strong development	__/10
LEA has identified other higher-performing schools within reasonable proximity to the school being closed.			Weak development	Adequate development	Strong development	__/10
LEA plans for closure are consistent with Washington State Legislative requirements and the school closure will occur by July 1, 2015. (RCW 28A.335.020)			Weak development	Adequate development	Strong development	__/10
Total for this School						/30
<p>Comments:</p> <p>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.</p> <p>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.</p>						

Current Level of Development Review for Expected Indicators **Draft 10.16.13**

Directions: Leadership Team members and other stakeholders use the *Current Level of Development Review* to assess their school’s progress with respect to each School-Level Expected Indicator (Column 1). These Expected Indicators align directly with the seven Student and School Success Principles, also known as “turnaround principles” in federal [ESEA Guidance](#).

Steps in the process include:

- **Step 1:** Teams read the Indicator and review the research-based descriptors (Column 2 - Wise Ways).
- **Step 2:** Teams then assess the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation (Column 3)).
- **Step 3:** Teams note reasons and evidence for this assessment in Column 4; each team should consider both practices listed in Column 2 and other practices implemented by the school that align with the Indicator.
- **Step 4:** The facilitator leads the team in a consensus-building activity to
 - Identify a common assessment of the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation) and
 - Develop their narrative with evidence describing the agreed-upon Current Level of Development.
- **Step 5:** The Leadership Team uses this information to assess each Expected Indicator on Indistar and to support creating the Student and School Success Action Plan.

Note: Column 2 includes *suggested* research-based best practices for each Expected Indicator; these are taken from the “Wise Ways” research documents found on the [Center on Innovation and Improvement](#)’s evidence-based Indistar® online action-planning tool. Lists in Column 2 are not intended to serve as a “menu” that includes all possible research-based best practices for each Expected Indicator. Rather, school teams are encouraged to consider both the practices listed in Column 2 as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, schools are NOT expected to implement *each* research-based practice listed in Column 2 for every Expected Indicator. Rather, school teams should consider the full range of research-based practices that support the Indicator when assessing their school’s current level of development and creating their school’s Student and School Success Action Plan.

Column 1 School-Level Expected Indicators	Column 2 Suggested Research-Based Best Practices for Expected Indicators (From Indistar "Wise Ways")	Column 3 Current Level of Development	Column 4 Description of Current Level of Development
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Principle 1: Provide strong leadership.

<p>P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.</p>	<p>The Principal (and other administrators):</p> <ul style="list-style-type: none"> • Keep their focus on central objective of school: improved student learning. • Set climate of high expectations for achievement for all students. • Show importance of strengthening instruction aligned to standards, curriculum, and assessment. • Use data to guide decisions. • Lead the effort and are constantly vigilant toward targeted measurable goals. • Serve as instructional leaders who are highly visible across the school and in classrooms, monitor teaching closely, and model good teaching practice. 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	
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Principle 2: Ensure that teachers are effective and able to improve instruction.

<p>P2-IF11: Professional development is aligned with identified needs based on staff evaluation and student performance.</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Aligns with the staff evaluation system. • Is guided by formative teacher evaluation data and formative and summative student assessment data. • Provides opportunity for teachers to be involved and deliver PD. • Is monitored to see extent of changes in instructional practice and to see if goals for professional learning are met. • Ensures regular, detailed feedback from instructional leaders to teachers to help them continually grow and improve their professional practice. • Is based on strategies supported by rigorous research. • Aligns with state and district standards, assessments, 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	
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	<p>and goals.</p> <ul style="list-style-type: none"> • Incorporates principles of adult learning into professional development activities. • Facilitates active learning and provides sustained implementation support. 		
<p>P2-IF12: School provides all staff high-quality, ongoing, job-embedded, differentiated professional development.</p>	<p>Professional learning increasing educator effectiveness and results for all students:</p> <ul style="list-style-type: none"> • Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. • Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. • Requires prioritizing, monitoring, and coordinating resources for educator learning. • Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. • Integrates theories, research, and models of human learning to achieve its intended outcomes. • Applies research on change and sustains support for implementation of professional learning for long term change. • Aligns outcomes with educator performance and student curriculum standards. 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	
<p>P2-IF14: The school sets goals for Professional Development and monitors the extent to which staff has changed practice</p>	<p>Professional development:</p> <ul style="list-style-type: none"> • Is standards-based, results-driven, and job embedded. • Includes peer observation, mentoring, whole faculty or team/department study groups, shared analysis of student work, teacher self-assessment and goal-setting. • Is collaborative and differentiated. • Aligns with the staff evaluation system. • Is guided by formative teacher evaluation data and formative and summative student assessment data. • Provides opportunity for teachers to be involved and 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	

	<p>deliver PD.</p> <ul style="list-style-type: none"> • Is monitored to see extent of changes in instructional practice. • Focuses on developing deeper understanding of community served by the school; subject-specific pedagogical knowledge, and leadership capacity. • Creates a professional development learning community that fosters a school culture of continuous learning. • Promotes a culture in which professional collaboration is valued and emphasized. • Ensures that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice. 		
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Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.

<p>P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.</p>	<p>The Leadership Team and teachers:</p> <ul style="list-style-type: none"> • Implemented strategies to extend learning time: <ul style="list-style-type: none"> ○ Transformed time structure during school day (block scheduling, reduced time spent in elective classes, guided study halls with additional teacher support, student advisories); ○ Extended school day (additional time spent in core classes, transition programs, credit recovery classes, community partnerships with internships); and/or ○ Extended or altered the school year (year-round school with increased learning time, summer programs, transition programs, and interim 3-week terms for credit recovery, extended learning). • Ensure that the students who need the most support are given more instructional opportunities. • Have buy-in for extended school days from parents, teachers, students, and the community and receives funds to support extended learning time. 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	
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	<ul style="list-style-type: none"> • Implement professional development to ensure that teachers use extra time effectively. • Create local partnerships with businesses, organizations, etc., to support the extended time initiative. • Monitor progress of the extended learning time initiative. 		
P3-IVD06: The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • Organized teachers into Instructional Teams (by whatever name) so that they can develop and review formative assessments and plan units of instruction with differentiated lessons. • Provides predictable blocks of time sufficient for instructional teams to meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade level or subject area for which the team is responsible. • Distributes leadership through a team structure. • Creates a culture in which teachers spend more time <i>together</i> pre-planning and working in teacher groups to interpret evidence about their impact on students. • Holds teams accountable for improving the teams' professional practice as a whole within a culture of candor. 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	
Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.			
P4-IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	<p>Instructional Teams:</p> <ul style="list-style-type: none"> • Organize the curriculum into unit plans that guide instruction for all students and for each student; unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning. • Determine the concepts, principles, and skills that will be covered within the unit. • Identify the standards/benchmarks that apply to the 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	

	<p>grade level and unit topic.</p> <ul style="list-style-type: none"> • Develop all objectives that clearly align to the selected standards/benchmarks. • Arrange the objectives in sequential order. • Determine the best objective descriptors. • Consider the most appropriate elements for mastery and constructs criteria for mastery. • Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. • Include special educators to increase capacity for developing effective structures and conditions to support system-wide continuous improvement of teaching and learning for all students with disabilities. • Include ELL educators to support development of curricula to address the linguistic needs of ELLs; members of instructional teams must be encouraged to collaborate across program and content areas to design and implement instruction that is aligned to both content and English language proficiency standards. 		
<p>P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p>	<ul style="list-style-type: none"> • Learning activities (assignments given to each student) are targeted to that student’s level of mastery, and align with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test. • Instructional Team’s unit plans: <ul style="list-style-type: none"> ○ Include a description of each leveled and differentiated learning activity, the standards-based objectives associated with it, and criteria for mastery; ○ Differentiate learning activities among various modes of instruction – whole-class instruction, independent work, small-group and center-based activities, and homework; and 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	

	<ul style="list-style-type: none"> ○ Include activity instructions that provide the detail that enables any teacher to use the learning activity, and serve as a means of explaining the activity to students. ● When not teaching whole class, all teachers individualize instruction by drawing from the learning plan grids for the unit to create Student Learning Plans to guide each student’s activities. ● All teachers make appropriate modifications in planning and implementing instruction based on variety of data for English language learners to allow for variations in time allocation, task assignments, and modes of teacher communication and student response. ● All teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners, including students with disabilities. 		
<p>P4-IIA03: The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.</p>	<p>The School Leadership Team:</p> <ul style="list-style-type: none"> ● Looks at school-level data, disaggregated by student groups and by grade and subject areas, to make decisions about improvements to the core instructional program. Student performance data are typically disaggregated by sub-groups. ● Periodically reviews data on student performance, curriculum, and actual instructional practice to make decisions about the core instructional program. ● Looks at data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers’ instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students. ● Collects and reviews data, and plans and implements strategies to change professional behavior or instructional practices in order to change outcomes for 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	

	<p>students.</p> <ul style="list-style-type: none"> • Monitors programs to ensure that all students have adequate opportunity to learn rigorous content in all academic subjects. 		
Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.			
<p>P5-IID08: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>Instructional Teams:</p> <ul style="list-style-type: none"> • Use data to examine connections between the aligned curriculum, the taught curriculum, the most efficacious instructional strategies, and the mastery evidenced by the individual student. • Meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible. • Need time for two purposes: (a) meetings for maintaining communication and organization the work, operating with agendas, minutes and focus (45 min twice per month); and (b) curricular and instructional planning (block of 4-6 hours monthly). • Use student learning data to improve instruction by informing teachers of the need to change or improve teaching strategies to meet the needs of students with disabilities. • Use multiple assessments to measure English language learners' progress in achieving academic standards, and in attaining English proficiency. 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	
<p>P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate</p>	<p>To support teachers, leadership, and instructional teams, Districts:</p> <ul style="list-style-type: none"> • Develop a data system or adopt an available data system that enables analysis of student outcomes at multiple levels. • Develop a district-wide plan for collecting, interpreting, and using data. • Dedicate time and develop structures for district 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	

<p>curriculum adjustments.</p>	<p>schools and teachers to use data to alter instruction.</p> <ul style="list-style-type: none"> • Train teachers and principals in how to interpret and use data to change instruction. • Use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district. • Conduct deep analysis to determine areas in need of improvement. <p>The School Leadership and Instructional Teams:</p> <ul style="list-style-type: none"> • Identify which students are at risk for difficulties with certain subjects, such as math or reading, and provide more intense instruction to students identified as at risk. • Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services toward critical academic outcomes • Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding. • Collect instructional data to alter strategies; this includes teacher evaluation, classroom observations and feedback, examining lesson plans, self-assessments, portfolio assessments, and review of student work samples. • Provide Performance-based student assessments to validate and monitor the growth of all students and the success of curriculum and instructional programs. • Ensure teacher study groups examine instructional practice data using a protocol (e.g., Debrief, Discuss the Focus Research Concept, Compare Research with Practice, Plan Collaboratively, and Make an Assignment). • Provide coaching support for collaborative use of instructional practice data. 		
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Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

<p>P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them.</p>	<p>All teachers:</p> <ul style="list-style-type: none"> • Accept responsibility for teaching their students, believe that students are capable of learning, re-teach if necessary, and alter materials as needed. • Allocate most of their available time to instruction, not non-academic activities, and learning activities are carefully aligned to standards. • Organize their learning environments and use group management approaches effectively to maximize time students spend engaged in lessons. • Move through the curriculum rapidly but in small steps that minimize student frustration and allow continuous progress. • Actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary; teach their students rather than expecting them to learn mostly from curriculum materials; and emphasize concepts and understanding. • Provide opportunities for students to practice and apply learning, monitor each student's progress, and provide feedback and remedial instruction as needed, making sure students achieve mastery. • Maintain pleasant, friendly classrooms; seen as enthusiastic, supportive instructors. • Consistently reinforce classroom rules and procedures. 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	
<p>P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e.,</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • Focuses on a school vision for a learning environment that is emotionally safe and conducive to learning. • Promotes a positive school climate that is positive, caring, supportive, respectful of all learners, and includes norms, values, and high expectations for all students that support people feeling emotionally and physically safe. 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	

<p>it addresses non-academic factors, such as social and emotional well-being)</p>	<ul style="list-style-type: none"> • Establishes rules and procedures with appropriate consequences for violations, as well as programs that teach self-discipline and responsibility to all students. • Ensures a physical environment that is welcoming and conducive to learning; a social environment that promotes communication and interaction; an affective environment that promotes a sense of belonging and self-esteem; and an academic environment that promotes learning and self-fulfillment. 		
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Principle 7: Provide ongoing mechanisms for family and community engagement.

<p>P7-IVA02: The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annual distributed and frequently communicated to teachers, school personnel, parents (families) and students.</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • Promotes connections among teachers, staff, and students that form the web of a <i>community</i> of the school. • Promotes relationships among the people intimately attached to a school—students, their teachers, families of students, school’s staff, and active volunteers. • Communicates the school community’s purpose, what they value in the education of their children, and everyone’s role in getting the job done. • Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making, educating themselves and one another to perform their roles more competently; and associating with one another to strengthen their relationships and amplify the effects of their individual contributions to children’s learning and personal development. • Ensures documents are available in the language of their students’ families. • Provides opportunity for parents and teachers to develop new skills to bridge language, cultural, economic, and social barriers and to build trust between home and school. 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	
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<p>P7-IVA04: The school's Compact includes responsibilities (expectations) that communicate what parents (Families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • Helps parents fully engage in the learning lives of their children by building connection between the school and the home built upon a common purpose, communication, education, and association. • Communicates the school community's purpose, what they value in the education of their children, and everyone's role in getting the job done. • Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making, educating themselves and one another to perform their roles more competently; and associating with one another to strengthen their relationships and amplify the effects of their individual contributions to children's learning and personal development. 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	
<p>P7-IVA01: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations.</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • Shares leadership with parents in order to boost school improvement. • Engages a School Community Council that unites efforts of parents, teachers, and students to look at the connections between the school and the families it serves and to make recommendations for strengthening the School Improvement Plan's emphasis on family school connections. • Enlists the support and assistance of the parent organization and faculty to carry out activities of the School Community Council. • Nurtures parent leadership for a variety of purposes: deciding, organizing, engaging, educating, and 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	

	<p>advocating and connecting.</p> <ul style="list-style-type: none"> • Uses a variety of mechanisms to engage parents in demographic decision-making: school councils and committees, parent or parent-teacher associations, school action teams for planning and research, including an action team for partnerships, and parent-school compacts or contracts. 		
<p>P7-IVA13: The LEA/School has engaged parents and community in the transformation process.</p>	<p>To support leadership, teachers, parents, and communities, the District:</p> <ul style="list-style-type: none"> • Ensures each community-oriented school has a strong academic program at its core, with all other services complementing the central academic mission. • Asks each partnering organization to designate an employee at each school site to operate as a contract point between the school, organization, students, families, and community members, with the goal of creating sustainable and effective partnerships. • Develops joint financing of facilities and programs by school districts, the local government, and community agencies. <p>The School Leadership Team:</p> <ul style="list-style-type: none"> • Ensures that all staff – administrators, teachers, and other staff – are willing to collaborate with outside organizations and are provided with training to do so effectively. • Involves parents, community members, school staff, and other stakeholders in planning for services to be offered at the school site. • Integrates in-school and out-of-school time learning with aligned standards. • Incorporates the community into the curriculum as a resource for learning, including service learning, place-based education, and other strategies. • Conducts quality evaluations regularly, including data collected from all stakeholders, to determine strengths 	<ul style="list-style-type: none"> ○ Weak Development ○ Adequate Development ○ Full Implementation 	

	and weaknesses of services and programs offered to create a continuous cycle of improvement.		
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Attachment 10:

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





Washington State Superintendent of Public Instruction consulted 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.

Washington State's Committee of Practitioners was notified via email on November 18, 2013. The following people received the notification:

Committee Member	Email Address
Anne Gayman	agayman@auburn.wednet.edu
Becky Gearhart	bgearhart@marywalker.org
Ben Gauyan	bgauyan@tacoma.k12.wa.us
Debra Appleton	debra.appleton@k12.wa.us
Diane Sampson	dsampson@toppenish.wednet.edu
Emma Jane LaVallie	elavalli@potlatch.esd112.wednet.edu
Gayle Pauley	gayle.pauley@k12.wa.us
Ian Linterman	ilinterman@mtbaker.wednet.edu
Israel Vela	israel.vela@kent.k12.wa.us
Jennifer Ledbetter	jledbetter@bisd303.org
Joni Scott	jscott@wellpinit.wednet.edu
Judi Jensen	judij@ncesd.org
Jennifer Kerr	kerr.jennifer@bgasd.k12.wa.us
Laurie Judd	ljudd@wpsd.wednet.edu
Linda Hall	lhall@gfalls.wednet.edu
Lorna Spear	LornaS@spokaneschools.org
Patty Diaz	pdiaz@toppenish.wednet.edu
Ruby Smith	rubydereck@hotmail.com
Sandra Barton Smith	sandra.smith@seattlearch.org
Steve Witeck	switeck@esd123.org
Sue Bradner	sbradner@dieringer.wednet.edu
Suzie Hanson	shanson@wfis.org
Victoria Hodge	vhodge@qsd.wednet.edu
Wanda Brown Billingsly	wbrown@fwps.org
Wendy Paul	wendypaul@cablespeed.com



SUPERINTENDENT OF PUBLIC INSTRUCTION

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

TO: Title I Committee of Practitioners

FROM: Andrew Kelly, Assistant Superintendent
Tisha Hansen, Resource Program Specialist
The Office of Student and School Success

DATE: November 18, 2013

SUBJECT: School Improvement Grant Application: Cohort III – Request for Consultation

Greetings Title I Committee of Practitioners:

The Department of Education has released guidance for the Application for FY 2013 New Awards Competition for School Improvement Grants as part of the Section 1003(g) of the Elementary and Secondary Education Act. A draft of the Washington grant application is attached.

The Office of Student and School Success is required to consult with its Committee of Practitioners before submitting the State’s application. While this is a requirement, it also makes good sense to us to gather your input and review your constructive feedback. We look forward to the committee’s comments and will use them in finalizing our State application.

Please note:

1. The application was written by a team from the Office of Student and School Success and reflects the “lessons learned” through Cohorts I and II of SIG.
2. The language is consistent with that used in federal guidelines published on November 1, 2010.
3. The application is due to ED by November 22, 2013.

Please send any comments and/or feedback to Tisha Hansen (tisha.hansen@k12.wa.us). Don’t hesitate to contact Tisha or myself should you have any questions. Thank you for your feedback and support of this grant to assist our schools in increasing student achievement.

Tisha Hansen

From: Linda Hall <lhall@gfalls.wednet.edu>
Sent: Tuesday, November 19, 2013 8:50 AM
To: Tisha Hansen
Subject: SIG Cohort III

I have read through the FY2013 Application and vote to approve the submission.

Thanks,

Linda R. Hall
Superintendent
Granite Falls School District
205 North Alder Avenue
Granite Falls, WA 98252
360-691-7717
Fax: 360-691-4459



Tisha Hansen

From: Andrew Kelly
Sent: Tuesday, November 19, 2013 11:11 AM
To: Tisha Hansen
Subject: FW: Important Information: School Improvement Grant Application: Cohort III - Request for Consultation

From: Suzie Hanson [<mailto:shanson@wfis.org>]
Sent: Tuesday, November 19, 2013 11:09 AM
To: Andrew Kelly
Subject: Re: Important Information: School Improvement Grant Application: Cohort III - Request for Consultation

Andres,
Thank you for including us in this process. I have read the Grant Application. Looks good.
Suzie

Suzie Hanson
Executive Director,

PO BOX 449
Dupont, WA 98327
www.wfis.org
shanson@wfis.org
206-200-4854

On Nov 18, 2013, at 10:28 PM, Andrew Kelly wrote:

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