Cohort 6 Tiered Intervention Grant Informational Webinar

Pursuant to: Title I, Section 1003 (g) of the Elementary and Secondary Education Act of 1965

June/July 2015

Agenda

- Introduce the purpose and components of the Tiered Intervention Grant and changes to the grant program.

- Identify the components of a high-quality TIG application

- Describe the timeline and key milestones in the application process

- Answer questions about the application process

Introduction

Grant Purpose	The Office of Federal Program Administration at the Colorado Department of Education uses Title I 1003 (g) funds to support schools identified as chronically low-performing schools as indicated by TCAP results.
Intended Grant Uses	This grant provides funding to districts on behalf of eligible schools in order to take the following actions: • Implement an intervention models in alignment with 1003(g) guidance; • Increase student achievement as measured by state assessments; and • Utilize the support and services of external partner organizations in implementing the model requirements.

To view the most recent final requirements/program guidance, please visit:
http://www2.ed.gov/programs/sif/legislation.html

Grant funds availability

- Approximately $5 million is available for distribution to LEAs
- An LEA may request no less than $50,000 or more than $2 million per year over the five-year grant period for each school
- Subsequent years' funding (except in the case of closure) is contingent upon CDE approval and continued 1003(g) allocations from the USDE
- Actual allocations will be based on the intervention model chosen and justification for proposed expenditures

Eligibility

- <u>Eligible schools are listed in Attachment A.</u> The eligible schools were identified as either Title I Schools that are low performing and/or have a low graduation rate <u>OR</u> Title I Eligible High Schools with low graduation rates. The following rules were used to identify TIG eligible schools:
- TIG Eligible Title I Schools were identified if,
  - Schools were on the 2013-2014 Title I Schools List**; <u>and</u>**
  - **Had 2013 Academic Achievement ratings of *does not meet* in reading and mathematics** on the 3-year SPF (must have had data for the past 3 years). (This is run at the E, M or H level individually. For a school to be identified, all EMH levels receiving Title I funding need to receive *does not meet* ratings in reading and math); **<u>and</u>**
  - **Were schools with the lowest 5% of combined reading and math percentiles for academic achievement on the 3-year SPF**; **<u>and/or</u>**
  - **Were schools with graduation rates less than 60% for all of the following:** 2013 4-year, 2012 5-year, and 2011 6-year rates; **<u>and</u>**
  - **Were assigned a 2014 Turnaround or Priority Improvement (or AEC-Turnaround or AEC-Priority Improvement, if eligible) plan type assignments** (their official plan type assignment).

Eligibility, cont.

- TIG Eligible Title I Eligible High Schools were identified if,
  - **Schools were Title I eligible high schools for 2014-2015 not currently served with Title I funds,** and Reduced Lunch percentage equal to or greater than 35% or at or above the district average for the High School level); <u>**and**</u>
  - **Were schools with graduation rates less than 60%** for all of the following: 2013 4-year, 2012 5-year, and 2011 6-year rates (schools must meet the minimum count each individual year to be included in the analyses); <u>**and**</u>
  - **Were assigned a 2014 Turnaround or Priority Improvement** (or AEC-Turnaround or AEC-Priority Improvement, if eligible) plan type assignments (their official plan type assignment).
- Please Note: **Currently funded-TIG schools were excluded from the analyses.** Priority schools may not be focus schools. Focus schools that apply for and are awarded a TIG will become priority schools and will be removed from the Colorado list of Focus Schools. Alternative Education Campuses (AECs) that meet one or more of the following criteria were exempted and not included in the SIG eligible schools:
  - School purpose is dropout re-engagement or credit recovery
  - School is temporary and designed to transition students back to their home school or
  - School is not a diploma-granting institution.

Eligibility, cont.

- Based on recent USDE Guidance, Title I Focus Schools are now eligible to apply for TIG.

  - All approvable TIG applications from Priority Schools (TIG Eligible) in Colorado must be funded before any applications from Focus Schools are funded.

  - A LEA must apply for all Priority Schools (TIG Eligible) in the district before it may apply for an eligible Focus Schools.

  - LEAs with only Focus Schools may apply for those schools. However, CDE must fund all approvable Priority School applications (TIG Eligible) before it funds any approvable Focus School applications.

Key Changes to TIG Program

Changes to the timeline and identification process:

- Allowing five-year awards (planning year; monitoring implementation of plan with fidelity; sustainability)

- Additional models

- Expanded definition of "Greatest Need" for schools now includes Priority and Focus schools

- Revise/clarify SEA reporting requirements (data and LEA applications)

- Flexibility for rural LEAs
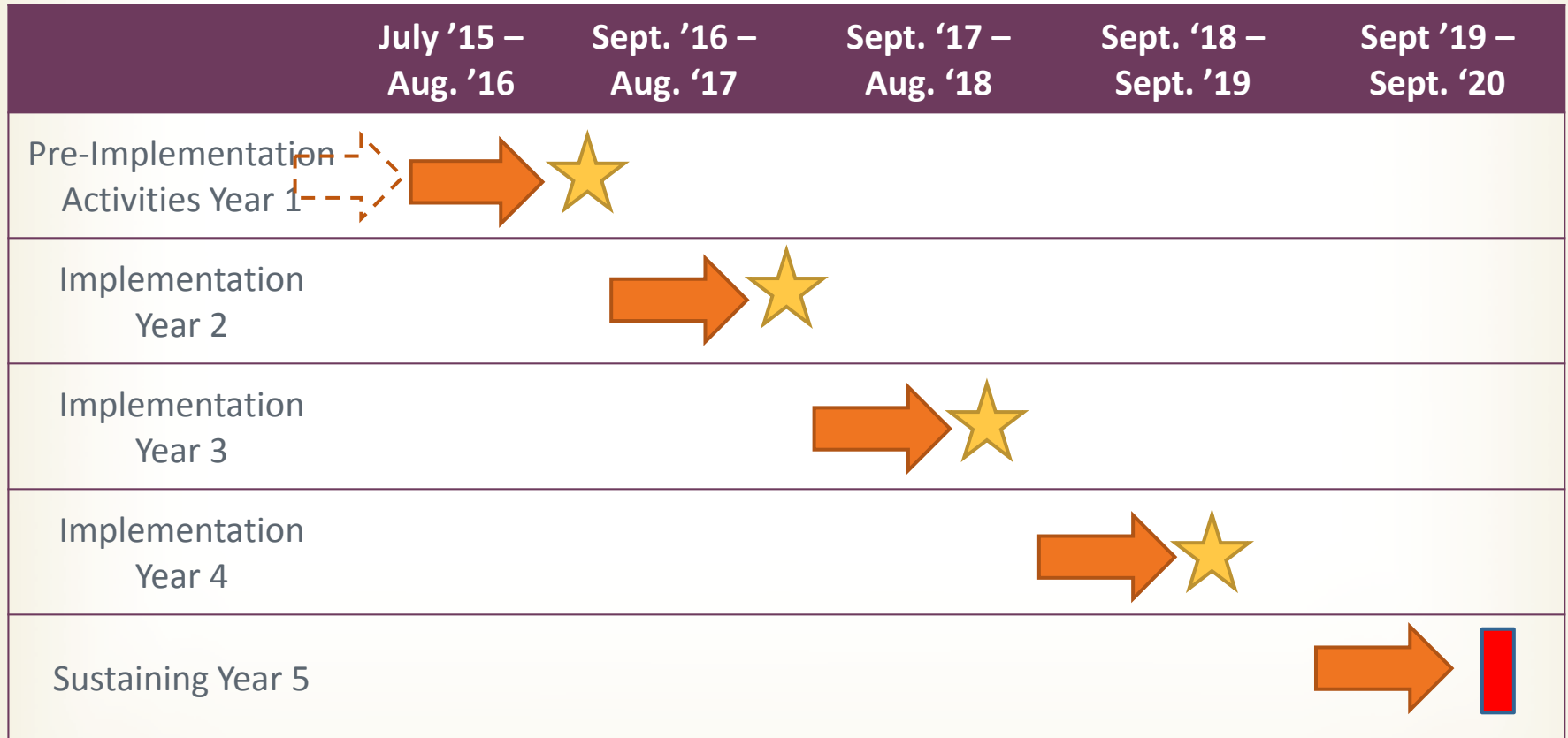
Rural Flexibility

Any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) may propose to modify one element of the Turnaround or Transformation model.

The LEA must describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. LEAs intending to modify an element must complete the Rural Flexibility section of the action plan template for the Turnaround or Transformation models.

The description must include the following information:

- Identification of the specific element of either the Turnaround or Transformation model that the LEA proposes to modify; and

- LEA's rationale for the need to modify the element identified

Grant Implementation Timeline

	July '15 – Aug. '16	Sept. '16 – Aug. '17	Sept. '17 – Aug. '18	Sept. '18 – Sept. '19	Sept '19 – Sept. '20
Pre-Implementation Activities Year 1	➡ ⭐				
Implementation Year 2		➡ ⭐			
Implementation Year 3			➡ ⭐		
Implementation Year 4				➡ ⭐	
Sustaining Year 5					➡ 🟥

⭐ *Renewal Decision*   🟥 *Grant Ends Sept. 30, 2020*

Pre-Implementation Activities

Pre-implementation activities include, but are not limited to:

- Holding community meetings

- Conducting the required rigorous review process to select a CMO, EMO, and/or external provider

- Recruiting and hiring new staff or evaluating the strengths and areas of need of current staff

- Providing remediation and enrichment to students

- Identifying and purchasing instructional materials

- Compensating staff for instructional planning

- Training staff on the implementation of new or revised instructional programs

The TIG Models

The TIG Models	
Original Models	Closure
	Restart
	Turnaround
	Transformation
New Models	Secondary Success Model (State-determined)
	Whole-school Reform Model
	Early Learning Model

Model Requirements

LEAs may select one of the models for their schools. In the application, the LEA should demonstrate a strategic approach to selecting the model:

- The selected model should be based on an appraisal of school and district capacity as well as an assessment of the supply of external partners or providers available to lead effort
- States, districts and individual schools must commit to making intentional choices and making intentional changes

Turnaround Model

Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional program. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

Restart Model

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

Closure Model

Closing the school and enrolling the students who attended the school in other, higher-performing schools in the LEA.

Transformation Model

Replace principal, adopt new governance, and implement a new or revised instructional program. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

Model Requirements, cont.

Whole-school Reform Model

Partner with an external agency from What Works Clearing house to implement the identified Evidence-based Whole School Reform model.

Early Learning Model

- Implement full day kindergarten
- Expand a high quality pre-school program
- Replace the principal
- Implement a rigorous, transparent and equitable teacher evaluation system
- Develop for school leaders, teachers and other staff have increased student achievement

Secondary Success Model

- Replace principal
- Develop teacher and leader effectiveness
- Support student transitions into and out of secondary schools
- Create opportunities for internships, small learning communities, and/or concurrent enrollment
- Develop early warning systems and interventions to promote graduation and college & career readiness
- Extend learning time and create community-oriented schools
- Provide operating flexibility and intensive support

Key Dates in the Application Process

Outlined below is a timeline of key dates in the application process:

Date	Key Dates Descriptions
June 2015	RFP Release
June and July 2015	TIG RFP Webinar
July 10, 2015	Letter of Intent to Apply Due
July – August 2015	District completes RFP. This includes identifying eligible schools and articulating changes to district policies and practices that will be needed to fully implement the TIG model.
August 5, 2015	TIG Kick-off for current TIG schools and applicants
August 18, 2015	Proposals Due
September 21-23, 2015	District Readiness Interviews
September 30, 2015	Final Approval and Pre-Implementation Activities

Application Components

Not Scored	Scored
Schools to be Served LEA/School Information and Signature Page Assurance and Certification Form Waivers Executive Summary	Section I: LEA Readiness Section II: LEA Commitment and Capacity Section III: LEA Program Plan Based on Model Chosen Section IV: Budget Narrative & Electronic Budget

Application Review Process

Each application will be reviewed and scored by a team of outside reviewers

TIG Application Review	
Assistance and Support	During July and August, LEAs may request technical assistance and support from CDE staff.
Budget	The team will read and score the LEA's application for each school, scoring the application based on the grant rubric. The review team will assess alignment of budget items with school plans.
LEA Meeting	Districts and school personnel will be asked to meet with CDE staff to discuss application components and revisions.

Objectives of In-Person Meeting

In-person meetings will give districts and CDE an opportunity to discuss at greater depth the TIG plans. The following representatives should participate in the interview:

- District Turnaround Representative (Turnaround "Shepherd")
- Supervisor of School
- Grants/Finance Representative
- School representative

The interview will not be 'scored.' Districts may use feedback to strengthen their application.

TIG In-Person Interviews – September 2015	
Overall Quality	The district shows evidence that the plans and programs presented represent best practice and appropriately matched to district and school needs. The district team demonstrates "ownership" over the plan and student outcomes.
Capacity and Commitment	The depth of changes and strategies proposed offer compelling evidence that the district has taken significant steps in modifying practices and securing flexibilities necessary to implement the model. This includes recruitment of turnaround leadership, structural changes to the school day and bargaining agreements, modified instructional programs, and community and partner engagement.
Strategic Thinking	The interview team can articulate precisely how different structures and strategies work together to dramatically improve student outcomes.
Sustainability	The interview team is able to describe how proposed changes tie into a long-term strategy and how investments will lead to sustained improvement beyond the grant period.

Developing a Strong Application

A strong TIG application will articulate:

- The rationale for pursuing TIG and which model best fits each school's needs
- A rigorous process for engaging stakeholders (parents and community) in the planning process
- Clear district system of support, flexibility and accountability for TIG schools
- Specific implementation activities for each model

Budget

A strong TIG budget will include the following:

- Strong connection between the needs of the school and budgeted activities
- Emphasis on capacity-building activities and plans to sustain activities throughout the life of the grant and beyond
- May include higher budget amounts in different grant years (e.g. heavier budget in early years, lighter in sustaining years)
- Will not supplant any local funds

TIG Awardees Agreements

District Support

- Create systems to support and monitor the progress of the school, including a district point-person for TIG
- Partner with CDE staff to support the school and make adjustments to plans as needed
- Create flexibilities and waive policies in order to ensure full implementation of the model

Data Collection & Progress Monitoring

- Track and monitor key data points using CDE templates when required
  - Intervention model, teaching minutes, teacher absence days, total contract days
- Make adjustments to school plan and budget based on data

Implementation

- Commit to regular on-site visits by CDE staff and district staff
- Commit to attending professional learning opportunities
- Commit to frequent and regular community engagement

Annual TIG Support Cycle

Fall Progress Monitoring

October – November

- Data collection
- PLC for TIG principals & teams

Winter Progress Monitoring

Feb – March

- Data collection
- PLC for TIG principals & teams

Spring Progress Monitoring

May – June

- Data collection
- PLC for TIG principals & teams

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug

School Visit & District Implementation Discussion with budget snapshot

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Grant Renewal

Informal School Visits & Technical Assistance

Resources for TIG applicants

- **Mass Insight Education:** http://www.massinsight.org/stg/research/

- **Center on School Turnaround:** http://centeronschoolturnaround.org/

- **Public Impact:** http://publicimpact.com/school-turnarounds/

- **Uncommon Schools:** http://www.uncommonschools.org/uncommon-impact

Submission Logistics

Letter of Intent – July 10, 2015

If interested in applying for this grant opportunity, please complete the Letter of Intent and submit by July 10, 2015 to CompetitiveGrants@cde.state.co.us.

Application – Aug. 18, 2015

The application must be received by August 18, 2015 at 4:00 pm to: CompetitiveGrants@cde.state.co.us.

Interview – Sept. 21-23, 2015

LEA feedback sessions and interviews will take place at CDE on Sept. 21, 22 and 23

- ✓ Applications should only include the required elements.
- ✓ The total narrative of the application cannot exceed <u>16 pages</u>. This does not include electronic budget workbook, relevant attachments and documentation.
- ✓ All pages must be standard letter size, 8-1/2" x 11" using no smaller than 12 point type.
- ✓ Use a document footer with the name of the applying entity and page numbers.
- ✓ Use 1-inch margins.
- ✓ Staple the pages of all copies, including the original.

Questions?