

# Maine Title I 1003(g) School Improvement Grant (SIG) Overview Webinar

Presented by:  
Maine Department of Education

10:00 am – 12:00 pm

Thursday, March 18, 2010

Facilitator: Rachelle Tome

We will start momentarily.

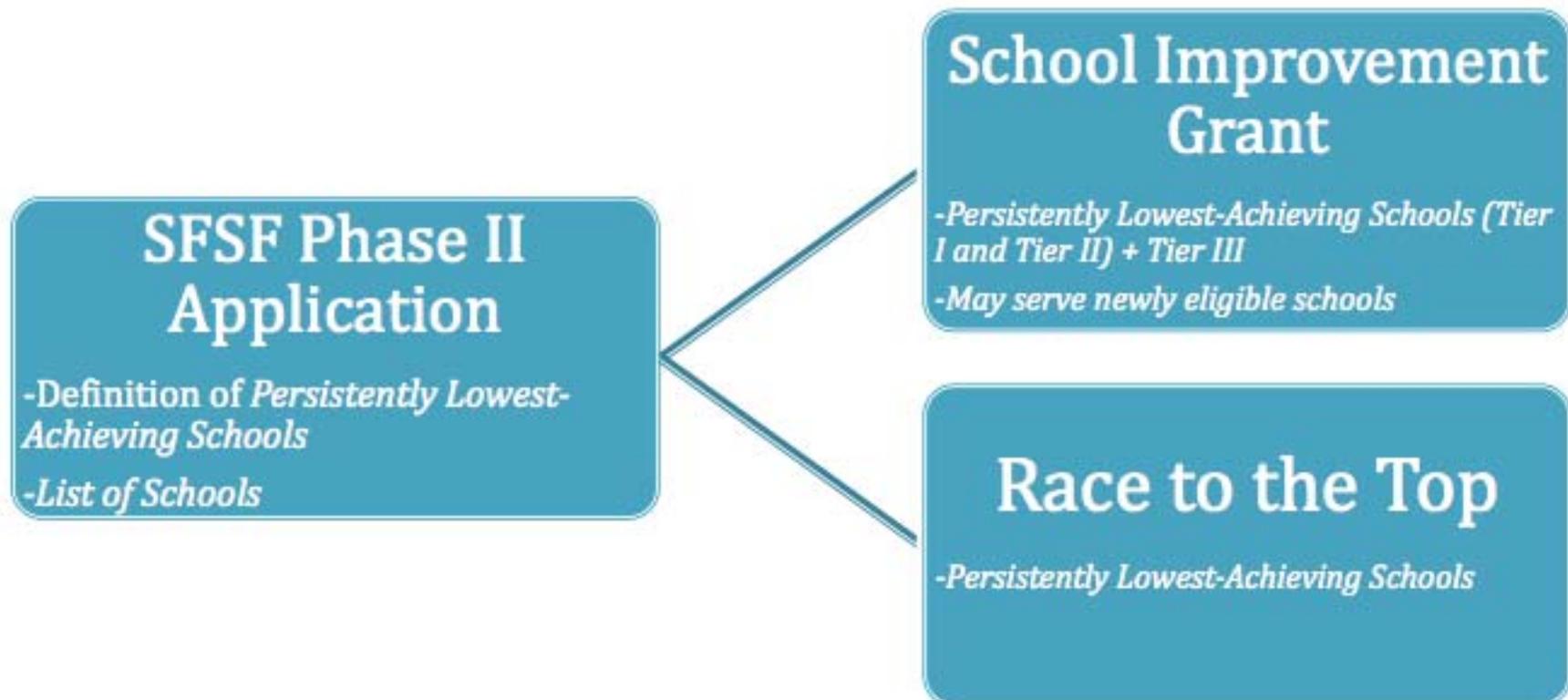
# Webinar Pointers

- ▶ You will be muted during the session unless otherwise indicated.
- ▶ If you have a question or a request, type it into the CHAT box on the left side of your screen
  - select the recipient (To: dropdown box) and
  - click ↵ SEND (Note- you can chat privately with the host or publicly with ALL PARTICIPANTS using the dropdown list)
- ▶ If you get disconnected, first try logging off the internet and then re-entering; you can stay connected via phone while waiting to reconnect to the web.
- ▶ This session will be recorded and made available on the Maine Department of Education (MDOE) website.

# Goals of the Session:

- ▶ Inform school and district leaders of the components of the Maine SIG
- ▶ Provide a concise overview of each of the four intervention options available to districts for their schools
- ▶ Gather questions requiring additional clarification from MDOE or USED.

# HOW THE PIECES FIT TOGETHER



# Maine SIG

- ▶ Purpose of the grant
  - School reform
- ▶ How eligible schools were identified
  - MEA/MHSA/PAAP
  - Reading and Math % proficient
  - Progress
- ▶ Application process
  - Intent to apply
  - Full application
- ▶ Funding available
  - Amount
  - Duration
  - Next Year

# Maine LEA SIG Timeline

March 5th

LEA notification and grant information provided by MDOE

April 2nd

LEA intent to apply and planning grant request due to the MDOE

April 5th – 9th

MDOE review and approval of LEA planning grant

May 7th

Complete LEA application due to the DOE

May 10th – 26th

Three step application review

May 31st

LEA grants awarded

June 1st – Sept. 7<sup>th</sup>

LEA begins implementation of grant and intervention model

# Intervention Models

- ▶ To be eligible for SIG funds, LEAs must commit to implementing one of four models for each of the eligible schools in need of improvement.
  - Tier III exception: An LEA can propose to use an alternative model for a Tier III school. However, LEAs that are willing to implement one of the standard 4 models will be given priority.

# Tier I Schools

- (i) Is among the lowest-achieving five percent , or five (whichever is greater) of Title I schools in improvement, corrective action, or restructuring in the State (CIPS); or
- (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years; or

# Tier II

- (i) Is Title I–eligible and is within the lowest–achieving five percent of high schools or the five lowest–achieving, whichever number is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.

# Tier III

- (i) Is a Title I school in improvement, corrective action, or restructuring that did not meet the Tier I criteria.

# SIG Application Priority System

If an LEA has one or more . . . the LEA must include...

Tier I, Tier II, and Tier III schools

- ▶ Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school *OR* at least one Tier II school

Tier I and Tier II schools, but no Tier III schools

- ▶ Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school *OR* at least one Tier II school

Tier I and III schools, but no Tier II schools

- ▶ Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school

Tier II and Tier III schools, but no Tier I schools

- ▶ The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes

Tier I schools only

- ▶ Each Tier I school it has capacity to serve

Tier II schools only

- ▶ The LEA has the option to commit to serve as many Tier II schools as it wishes

Tier III schools only

- ▶ The LEA has the option to commit to serve as many Tier III schools as it wishes

*\*\* The number of Tier I schools an LEA has capacity to serve may be zero if, and only if, the LEA is using all of the capacity it would otherwise use to serve its Tier I schools in order to serve Tier II schools.*

# What is the role of the LEA in the SIG process?

## ▶ LEAs

- SELECT the intervention
- APPLY for SIG funds
- SUPPORT and MONITOR implementation of the intervention--including the LEA responsibilities with the given model
- REPORT on progress as required

# DISTRICT ROLE: BIG PICTURE I\*

Commit to  
success

Identify  
schools for  
targeted  
intervention

Assess capacity  
in order to  
determine “best”  
intervention  
strategy

Cultivate  
pipeline of  
highly  
capable  
leaders

Create  
conditions  
for success

*\*Adapted from Kowal,  
Hassel & Hassel, December  
2009*

# DISTRICT ROLE: BIG PICTURE II\*

Set clear, fast  
timelines for  
results; expect  
strong gains in  
Year One

Develop  
credible “or  
else” to drive  
meaningful  
change

Proactively  
engage the  
community

Maintain laser  
sharp focus on  
tracking  
performance and  
when necessary,  
rapid “retry”

Highlight  
schools that  
dramatically  
improve  
performance

Prepared for NNSIL by Center on Innovation & Improvement and Council of Chief State School Officers

Maine Department of Education  
3/18/2010

*\*Adapted from Kowal, Hassel  
& Hassel, December 2009*

# ONE SIZE DOES NOT FIT ALL...

Determining best fit 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

School districts must *develop and implement a strategic approach* to achieve goals given challenges

Prepared for NNESSIL by Center on Innovation & Improvement and Council of Chief State School Officers

# Dramatic School Improvement Models

Turnaround

Restart

Closure

Transformation

Prepared for NNSIL by Center on Innovation & Improvement and Council of Chief State School Officers

# DEFINITION: TRANSFORMATION MODEL

## Teachers and Leaders

- Replace principal
- Implement new evaluation system
  - Developed with staff
  - Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support

- Provide *increased learning time*
  - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

## Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

Prepared for NNSIL by Center on Innovation & Improvement and Council of Chief State School Officers

# DEFINITION: TURNAROUND MODEL

## Teachers and Leaders

- Replace principal
- Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support

- Provide *increased learning time*
  - Staff and students
- Social-emotional and community-oriented services and supports

## Governance

- New governance structure
- Grant operating flexibility to school leader

Prepared for NNSIL by Center on Innovation & Improvement and Council of Chief State School Officers

## DEFINITION: SCHOOL CLOSURE

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.

Other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Prepared for NNESSIL by Center on Innovation & Improvement and Council of Chief State School Officers

# DEFINITION: RESTART MODEL

LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.

A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.

As part of this model, a State must review the process the LEA will use/has used to select the partner.

# Questions?

Please share questions regarding the implementation of the intervention models.

We are working with other states to submit frequently asked questions to USED.

# Resources for Maine Applicants

- ▶ Maine LEA SIG Application

(draft sent via email to districts -final will posted upon USED approval)

- ▶ Maine Eligible Schools List

- ▶ *Center for Innovation and Improvement*

<http://www.centerii.org/>

- ▶ *Handbook for Effective Implementation of School Improvement Grants* <http://www.centerii.org/handbook/>

- ▶ US ED SIG Guidance Amended February 2, 2010

<http://www2.ed.gov/programs/sif/faq.html>

# ADDITIONAL RESOURCES

- Brinson, D., & Rhim, L. (2009). *Breaking the habit of low performance*. Lincoln, IL: Center on Innovation & Improvement. Retrieved from <http://www.centerii.org/survey>
- The Center for Comprehensive School Reform and Improvement. (2009). *School restructuring, What works when? A guide for education leaders*. Washington, DC: Learning Points Associates. Retrieved from [http://www.centerforcsri.org/files/School\\_Restructuring\\_Guide.pdf](http://www.centerforcsri.org/files/School_Restructuring_Guide.pdf)
- Hassel, B., & Lin, M. (2005, 2<sup>nd</sup> Ed). *Charting a clear course: A resource guide for building successful partnerships between charter schools and school management organizations*. Washington, DC: National Alliance for Public Charter Schools. Retrieved from [http://www.publiccharters.org/files/publications/file\\_Charting\\_a\\_Clear\\_Course\\_2005\\_reprint\\_final%20\(2\).pdf](http://www.publiccharters.org/files/publications/file_Charting_a_Clear_Course_2005_reprint_final%20(2).pdf)
- Lane, B. (2009). *Exploring the pathway to rapid district improvement*. Lincoln, IL: Center on Innovation and Improvement. Retrieved from <http://www.centerii.org/survey>
- Perlman, C. L., & Redding, S. (Eds). (2010). *Handbook on effective implementation of school improvement grants*. Lincoln, IL: Center on Innovation & Improvement. Retrieved from <http://www.centerii.org/survey>
- Redding, S. (2006). *The mega system: Deciding. Learning. Connecting*. Lincoln, IL: Academic Development Institute. Retrieved from <http://www.centerii.org/survey>
- Redding, S. (2010). *Selecting the intervention model and partners*. Lincoln, IL: Center on Innovation & Improvement. Retrieved from <http://www.centerii.org/survey>
- Redding, S., & Walberg, H. (Eds.). (2008). *Handbook on statewide systems of support*. Lincoln, IL: Center on Innovation & Improvement. Retrieved from <http://www.centerii.org/survey>
- Walberg, H. J. (Ed.). (2007). *Handbook on restructuring and substantial school improvement*. Lincoln, IL: Center on Innovation and Improvement. Retrieved from <http://www.centerii.org/survey>

Prepared for NNESSIL by Center on Innovation & Improvement and Council of Chief State School Officers

# Future Information Sessions

## Next Webinar:

Monday, March 22, 1:00 – 3:00 pm

Topic: Selecting a Model  
Transformation and Turnaround Models

# Thank you for joining us!

For additional information on Maine SIG, please  
contact

Rachelle Tome, ESEA Title I Director

[Rachelle.tome@maine.gov](mailto:Rachelle.tome@maine.gov)

206-624-6705

A special thank you Stephanie Lafreniere-NH DOE  
and Karen Laba- NECC for sharing resources