


# Supporting Low Performing Schools Federal Funding

February 3, 2010  
Maine Department of Education



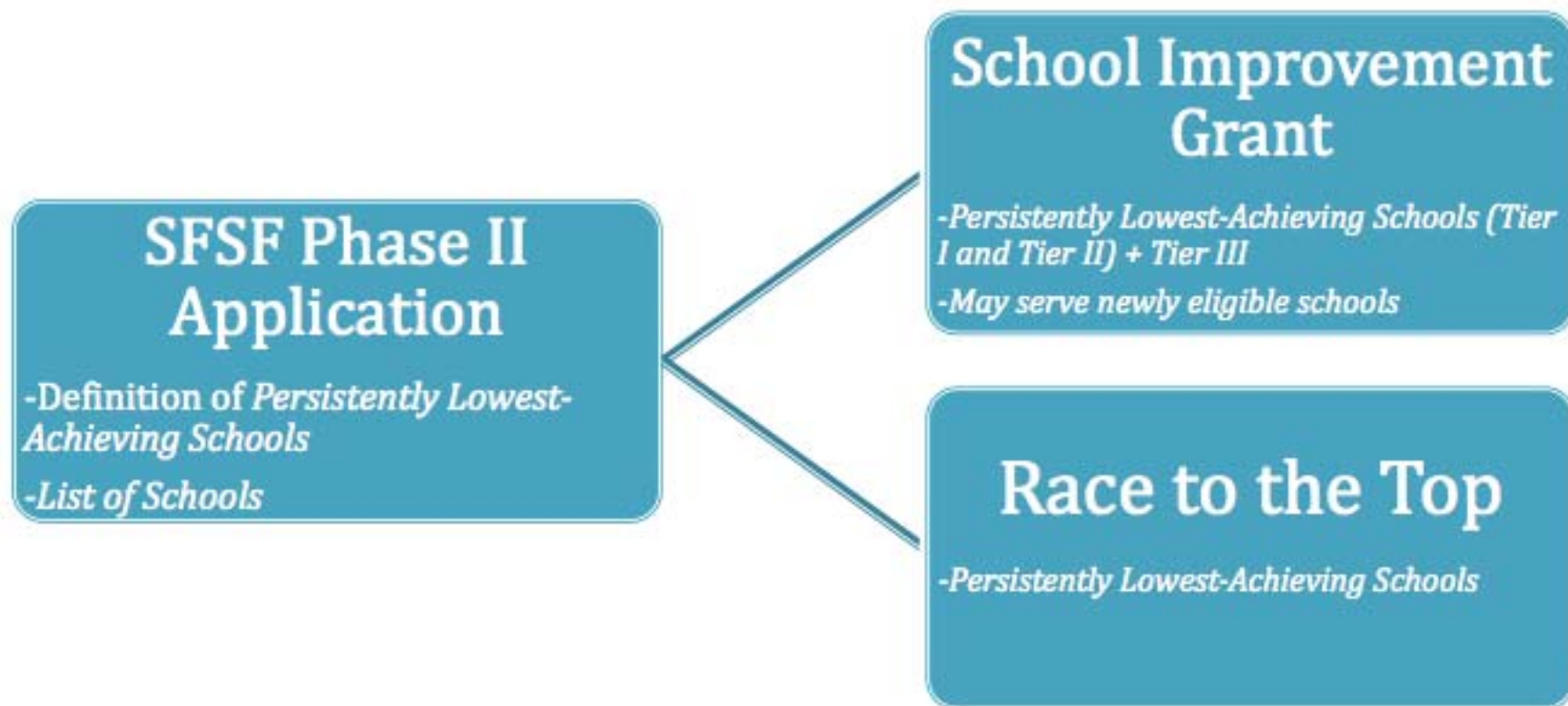
“If we are to put an end to stubborn cycles of poverty and social failure, and put our country on track for long-term economic prosperity, we must address the needs of children who have long been ignored and marginalized in chronically low-achieving schools...Our goal is to turn around the 5,000 lowest-performing schools over the next five years, as part of our overall strategy for dramatically reducing the drop-out rate, improving high school graduation rates and increasing the number of students who graduate prepared for success in college and the workplace.”

Arne Duncan  
Secretary of Education  
August, 2009

# Goal for FY09 and ARRA School Improvement Funds

Target majority of funds to each state's chronically low-performing schools, including high schools and their feeder schools, to implement robust and comprehensive reforms to dramatically transform school culture and increase student outcomes.

# HOW THE PIECES FIT TOGETHER



# GOVERNING REQUIREMENTS

- ▶ Final requirements published on December 10, 2009 (74 FR 65618)
- ▶ Interim final requirements published on January 21, 2010 (75 FR 3375).

# Persistently Lowest Achieving Schools Definition

## Common across Programs

- ❖ State Fiscal Stabilization Funds–Phase II
- ❖ Race to The Top
- ❖ School Improvement Grants

## Required Definition Elements

- ❖ Achievement (Reading and Math)
  - ❖ Maine: 3 year average– 2007–2008
- ❖ Lack of progress
  - ❖ Maine: Average amount of change–2007 to 2008/  
2008 to 2009

# School Improvement Grants

## Tier I

- ▶ Any Title I school in improvement, corrective action, or restructuring that —
  - Is among the lowest-achieving five percent (or 5) of Title I schools in improvement, corrective action, or restructuring; or
  - 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;

# School Improvement Grants

## Tier II

- ▶ Any secondary school that is eligible for, but does not receive, Title I funds that —
  - Is among the lowest-achieving five percent (or 5) of secondary schools in the State that are eligible for, but do not receive, Title I funds; or
  - 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.

# School Improvement Grants

## Tier III

Any state Title I school in improvement, corrective action, or restructuring

Eligible Tier I and II schools may receive from \$50,000 to \$2,000,000 per year for 3 years to enact one of 4 reform models.

<http://www2.ed.gov/programs/sif/applicant.html#ppts>

# School Improvement Grants

## Tier I and Tier II

**Turnaround model** Replace the principal and rehire no more than 50 percent of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

**Restart model** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

**School closure** Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.


**Transformation model** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

# Transformational Model

## **1) Developing teacher and school leader effectiveness.**

- A. Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;
- B. Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes and identify and remove those who do not;
- C. Replace the principal who led the school prior to commencement of the transformation model;
- D. Provide relevant, ongoing, high-quality job-embedded professional development
- E. Implement strategies designed to recruit, place, and retain high-quality staff.

## **2) Comprehensive instructional reform strategies.**


- A. Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards; and
  - B. Differentiate instruction to meet students' needs.
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# Transformational Model

## **3) Extending learning time and creating community-oriented schools.**

- A. Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, and increasing instructional time for core academic subjects during the school day;
- B. Provide more time for teachers to collaborate,
- C. Provide more time for enrichment activities for students
- D. Provide ongoing mechanisms for family and community engagement.

## **4) Providing operating flexibility and sustained support.**

- A. Give the school sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes; and
  - B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
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# Contact Information

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