**Excerpts from Arkansas’ SIG Application FFY2010**

***Part I – Section D, # 2: Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools 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 in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.***

LEAs applying for school improvement funds to serve Tier I and Tier II schools will need to establish goals and select one of the four intervention models based on the LEA needs assessment. The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being

used to document progress, and a target date for completion.

In order to retain funding any school receiving 1003(g) funds must meet the LEA established and ADE approved student achievement goals and show improvement on the following criteria.

 Implementation of all elements of the selected intervention model;

 Effectiveness of instruction in meeting the student achievement goals;

 Feedback from students, teachers, parents, and school leadership to determine if the school and staff are invested in the success of every student;

 Progress toward working with external provider, if applicable;

 Progress toward the following leading indicators:

▫ Number of minutes within the school year;(Tier I and Tier II only)

▫ Student participation rate on state assessments in reading/language arts and mathematics by subgroup;

▫ Dropout rate (if applicable);

▫ Student attendance rate;

▫ Number and percentage of students completing advanced coursework;

▫ Discipline incidents;

▫ Truant students;

▫ Teacher attendance rate.

If the LEA fails to meet its goals and make progress on the indicators, the ADE reserves the right to mandate that the LEA take specific steps to meet its goals. The LEA must submit a written plan to the ADE with a reasonable, amended timeline and the identification of barriers that led to its not meeting its goal(s) in the time frame set out in the approved application. If an LEA refuses to take the mandated steps in a specific school, the ADE reserves the right to refuse to renew the grant funding for that school. If an LEA refuses to take the steps mandated across all schools receiving funding, the ADE reserves the right to refuse to renew grant funding for the LEA as a whole.

***Part I – Section D, #3: 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.***

LEAs applying for school improvement funds to serve Tier III schools will need to establish goals and intervention activities for student growth. These goals are to be based on the LEA needs assessment and must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion.

In order to retain funding any school receiving 100(g) funds must meet the LEA established and ADE approved student achievement goals and show improvement on the following criteria.

Progress toward the following leading indicators, if applicable:

▫ Number of minutes within the school year;

▫ Student participation rate on state assessments in reading/language arts and mathematics by subgroup;

▫ Dropout rate (if applicable);

▫ Student attendance rate;

▫ Number and percentage of students completing advanced coursework;

▫ Discipline incidents;

▫ Truant students;

▫ Teacher attendance rate.

***Part I – Section D, # 4: 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 the LEA is approved to serve.***

LEAs will submit quarterly reports and will receive a written response identifying areas of strength/success and concerns. LEAs may be required to send in documentation to answer additional questions for areas that have not been addressed in the quarterly reports.

Each Tier I and Tier II school will be monitored to ensure that is making progress in meeting its goals and on the following indicators.

 Implementation of all elements of the selected intervention model;

 Effectiveness of instruction in meeting the student achievement goals;

 Feedback from students, teachers, parents, and school leadership to determine if the school and staff are invested in the success of every student;

 Progress toward working with external provider, if applicable;

 Progress toward the following leading indicators:

▫ Number of minutes within the school year;(Tier I and Tier II only)

▫ Student participation rate on state assessments in reading/language arts and mathematics by subgroup;

▫ Dropout rate (if applicable);

▫ Student attendance rate;

▫ Number and percentage of students completing advanced coursework;

▫ Discipline incidents;

▫ Truant students;

▫ Teacher attendance rate.

Each Tier I and Tier II school will have a minimum of one site monitoring visit during each quarter of the school year. A monitoring protocol based on the goals and objectives developed by each school will be used by the ADE monitoring team. The monitoring team is lea\d by the SIG programs advisor and also includes at least one other ADE federal program personnel. The monitoring team will meet with the school principal and the leadership team. During the meeting, data and documents pertaining to progress in meeting the school goals and the indicators will be reviewed and discussed. Such documents might include results from school or district assessments, professional development agendas, parent/community involvement agendas with sign-in sheets, classroom observation reports, class schedules, lesson plans for regular and after school classes, and attendance reports. During the visit a financial audit report will also be reviewed. The monitoring team will visit classes, interview faculty and students, and visit the superintendent of schools if needed. The visit will be followed by a written report to the principal and superintendent. The report will identify areas of strength/success and concerns. Technical assistance will be provided by the ADE to LEAs if monitoring shows a need.

***Part I – Section F: The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it has received from its School Improvement Grant.***

The SEA will reserve five percent of its School Improvement Grant Funds for administration, finance, evaluation, and technical assistance. The SEA anticipates using SIG funds to support 2.5 FTE positions whose function is to oversee the implementation of SIG in LEAs that have successfully applied for the funds. The SEA will provide technical assistance in developing an application for funds, implementing the grant as approved, and evaluating the effectiveness of the grant. Guidance will also be provided in the review of external providers, budget development, carrying out the strategic plan, developing capacity, planning professional development, and recruiting and retaining highly qualified personnel.

The SEA will contract with an outside evaluator to determine effectiveness of School Improvement Grants.