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**DC Office of the State Superintendent of Education**

**SCHOOL IMPROVEMENT FUNDS 1003(g)  
GRANT APPLICATION**

**Deborah A. Gist  
State Superintendent of Education**

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Deputy State Superintendent of Education**

**November 2008**

DC OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
School Improvement Funds 1003(g) under Title I of No Child Left Behind Act

## **School Improvement Fund Application**

### **Section 1003(g)**

CFDA # 84.377A

#### **PURPOSE**

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Improving schools is a joint responsibility for schools, local education agencies (LEAs), and state education agencies (SEAs). Section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA), also known as the School Improvement Fund, authorizes funds to help LEAs address the needs of schools in improvement, corrective action, and restructuring in order to improve student achievement. The activities conducted using these grant funds should increase the likelihood that students learn challenging academic content and achieve proficiency as measured by state assessment systems. School Improvement Funds should be used to leverage change and improve technical assistance under Title I, Part A, sections 1117 and 1116 of the ESEA. The funds from this program should support high quality sustainable school improvement activities that increase student achievement.

Section 1003(g) of the ESEA authorizes a School Improvement Fund to provide grants to LEAs to assist schools identified for improvement, corrective action, and restructuring. SEAs are required to subgrant 95 percent of their allocations to LEAs with schools in improvement, corrective action, or restructuring to support technical assistance to such schools and to make available additional resources that may be used to develop and implement school improvement plans.

For fiscal year (FY) 2009, \$2 million is available for awards under the section 1003(g) School Improvement Fund. LEAs must apply for these grant funds by submitting an application to the SEA. The SEA will conduct a peer-review process to ensure that all applications comply with all program requirements. Section 1003(g) requires SEAs to give priority, in making awards to LEAs, to LEAs with the lowest-achieving schools that demonstrate (1) the greatest need for funds, and (2) the strongest commitment to ensuring that the funds are used to provide support for the lowest-achieving schools to meet the goals under school and LEA improvement, corrective action, or restructuring (*refer to Appendix A for the priority criteria*).

#### **DURATION**

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The project A period for (FY) 2008 funds ends on September 30, 2009. The project B period for (FY) 2009 funds ends on September 30, 2010. Additional information regarding the project periods is explained in a later section of the application. The project period will be indicated on the grantee's awards letter. This means that all work described in the grant application for the first year of funding must be completed by that date. Subject to future appropriations by Congress, an SEA may renew an LEA's grant of section 1003(g) funds for two additional one-

year periods if schools in the LEA are meeting the goals in their school improvement plans developed under section 1116.

## **BUDGET and ACCOUNTING**

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Improvement funds must be tracked separately from the Title I Basic Grant and the section 1003(a) Title I School Improvement Fund.

## **THE APPLICATION PROCESS**

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The School Improvement Fund grant awards will be distributed to the recipients on a reimbursement basis. The LEA may begin the grant project's activities as soon as the grantee receives notification of the grant award from the SEA.

Completed applications (with signatures) may be submitted electronically or by paper submission by **4 pm on December 31, 2008**. All applications received after the deadline will not be considered.

Electronic submissions must be sent to: [victorie.thomas@dc.gov](mailto:victorie.thomas@dc.gov). Please send a follow-up paper copy of the cover page signed by the authorized representative.

If applying by paper submission, the original and 2 copies must be sent to the following address:

Victorie Thomas  
Academic Improvement Specialist  
DC Office of the State Superintendent of Education  
51 N Street, 7<sup>th</sup> Floor  
Washington, DC 20002

Due to potential delays of mail through the US Postal Service, applicants are encouraged to employ alternate carriers for paper submissions.

## **THE REVIEW PROCESS**

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Applications for this program will be peer reviewed. Reviewers will read applications for completeness when addressing the statutory requirements and elements as outlined in the Specific Application Contents, including the evaluation indicators.

Once applications are evaluated by the SEA as complete through the peer review process, funds will be made available. Upon completion of the peer review, the SEA will contact LEAs that reviewers identified as having incomplete applications to gather more information or

clarification on the proposed activities and selected strategy or strategies. The reviewers' comments may be used to provide feedback to LEAs, as appropriate.

## **THE APPLICATION**

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Applicants must describe the existing school improvement activities in their approved school improvement plan and how these funds will improve the school improvement activities to increase student achievement.

Additionally, as well as addressing the specific application contents beginning on page 12, applicants must consider the guiding principles, outcome measures, and one or more strategies outlined below in their responses.

### **General Guiding Principles**

1. Every LEA must address how it and its schools will use funds to address strategies that it determines will be the most effective, based on its individual circumstances, in building LEA and school capacity to improve student achievement in order to move schools out of the improvement process.
2. Every LEA must determine and document the effectiveness of the implemented school improvement activities.
3. At the end of the grant award period, the LEA must report on progress both on the outcome measures and the evaluation indicators.

### **Outcome Measures**

In order to drive improved student achievement through the school improvement process, all LEAs must implement one or more of the strategies, listed below, based on individual circumstances and need in order to make progress on the following outcome measures:

1. Increase in the number and percentage of students who score proficient in reading/language arts and mathematics, as measured by the state assessments.
2. LEAs and schools receiving school improvement funds will make adequate yearly progress and move out of improvement status.
3. Decisions regarding the use of school improvement funds are based on data.

### **Strategies**

Each LEA will select the strategy or strategies it determines will be the most effective, based on data that reflect their individual circumstances, as well as LEA and school capacity to improve student achievement and move schools out of improvement.

1. LEAs must identify one or more strategies based on individual school needs and that will be utilized in building LEA and school capacity to improve student achievement.

2. Provide customized technical assistance and/or professional development designed to build the capacity of LEA and school staff to improve schools and that is informed by student achievement and other outcome related measures.
3. Utilize research-based strategies or practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement
4. Create partnerships among the SEA, LEAs and other entities for the purpose of delivering technical assistance, professional development, and management advice.
5. Provide professional development to enhance the capacity of school support team members and other technical assistance providers.
6. Implement other strategies for which data indicate the activity is likely to result in improved teaching and learning in schools identified for improvement.

### **Evaluation Indicators**

All LEAs are required to report on how funds were used at the local level and their impact on the following evaluation indicators:

1. Student achievement in schools that received school improvement funds as a result of school improvement grant.
2. Data from the LEA's review of technical assistance and related activities carried out with Title I school improvement funds indicating the strategies that were effective in contributing to increased student achievement.
3. How the LEA made decisions about the use of funds based on data.
4. The schools' student achievement that receive comprehensive technical assistance through the use school improvement funds to improve teaching and learning that will make AYP and move out of improvement status.
5. Information on how funds were allocated including specific amounts received by the LEA and schools and the amount of funds carried over from the previous year.

## FREQUENTLY ASKED QUESTIONS

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### ***What is the total appropriation for the School Improvement Fund?***

The total appropriation for Fiscal Year 2009 is \$2 million.

### ***How much will individual LEAs receive from this grant?***

Grants to LEAs must be no less than \$50,000 and no more than \$500,000 for each participating school.

### ***Who can apply for the School Improvement Funds?***

Each LEAs with schools in improvement, corrective action, or restructuring may apply.

### ***What is the deadline for application submission?***

Applications must be received by **4 pm on December 31, 2008**.

To submit an application: Applications may be submitted electronically or by paper submission.

Completed applications (with signatures) may be submitted electronically or by paper submission by **4 pm on December 31, 2008**. *All applications received after the deadline will not be considered.*

Electronic submissions must be sent to: [victorie.thomas@dc.gov](mailto:victorie.thomas@dc.gov). Please send a follow-up paper copy of the cover page signed by the authorized representative.

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Washington, DC 20002

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### ***What does section 1003(g) require when the SEA distributes the funds to the LEAs?***

SEAs are required to subgrant 95 percent of the funds received under section 1003(g) to LEAs with schools in improvement, corrective action, or restructuring. In order to ensure that subgrants are of sufficient size to support local improvement activities, they must be not less than \$50,000 and not more than \$500,000 for each participating school. Subgrants also must be renewable for two additional 1-year periods if schools are meeting the goals of their improvement, corrective action, or restructuring plans. Funding for the additional 1-year periods is contingent on future Congressional appropriations.

Section 1003(g) also requires SEAs to give priority, in making awards to LEAs, to LEAs with the lowest-achieving schools that demonstrate (1) the greatest need for funds, and (2) the strongest commitment to ensuring that the funds are used to provide support for the lowest-achieving schools to meet the goals under school and LEA improvement, corrective action, or restructuring.

***May these funds be used for activities carried out by the SEA?***

SEAs may reserve up to 5% of their allocations under section 1003(g) for administrative, evaluation, and technical assistance costs.

***When can work begin utilizing monies from the School Improvement Fund?***

Work, as outlined by the application, may begin as soon as the grantee receives notification of the grant award from the SEA.

***How long do SEAs have to spend the grant funds?***

The project A period ends September 30, 2009 and project B period ends September 30, 2010. This means that all work described in the grant application must be completed, including dissemination activities.

The funding period for project A ends September 30, 2009. This means that all funds must be obligated by September 30, 2009.

The funding period for project B ends September 30, 2010. This means that all funds must be obligated by September 30, 2010.

The grant award notice will indicate which project period applies for each awardee.

***Are these grants renewable?***

Grants to LEAs depend on the annual availability of appropriations for section 1003(g), as well as the amount of these appropriations.

Subgrants to LEAs, under the statute, are intended to be renewable for two additional 1-year periods if the schools in the LEA are meeting improvement goals. Funding for the additional 1-year periods is contingent on future Congressional appropriations.

***How will the SEAs prioritize awards?***

The statute requires an emphasis, at both the SEA and LEA levels, on support for the lowest-achieving schools. In addition, SEAs must consider the level of need by an LEA, as well as the soundness of the LEA's plan to use section 1003(g) funds to meet the goals of improvement, corrective action, and restructuring plans. An SEA will determine LEA need by looking at such factors as the percentage of students from low-income families enrolled in the LEA, or the number or percentage of the LEA's schools that are identified for improvement, corrective action, and restructuring. In considering the LEA's plan for using section 1003(g) funds, the SEA

might consider such factors as the LEA's commitment to making structural changes designed to improve student achievement, such as modifying teacher assignment practices to help ensure that a fair share of the LEA's most effective teachers are assigned to the lowest-achieving schools.

Note: Each LEA is responsible for carrying out its school improvement responsibilities under section 1116(c) whether or not it receives additional improvement funding under either section 1003(g) or 1003(a).

***Must the SEA require its LEAs to amend their local plans to explain how they will use school improvement funds?***

Yes. The USDE encourages SEAs to require LEAs that seek funding to describe:

- the technical assistance they will provide under section 1116(b)(4) to schools identified for improvement, corrective action, and restructuring;
- the improvement, corrective action, and restructuring plans developed for each identified school; and
- the plan for ensuring that all eligible students are offered the public school choice and supplemental educational services options required by section 1116(b).

***Who primarily should decide how section 1003(g) funds are spent—schools or LEAs?***

As the grantee under section 1003(g), LEAs are responsible for the effective use of these funds. However, LEAs have flexibility in delegating decision-making related to the use of section 1003(g) funds for specific improvement purposes, depending on its overall plan for meeting the requirements of section 1116 of the ESEA. For example, while an LEA may want to retain control of the funds in order to take forceful steps toward improving persistently low-performing schools, it also could choose to allocate a portion of section 1003(g) funds directly to identified schools for use in developing or implementing an improvement plan. The proper allocation of control will depend on the circumstances within a particular LEA—the degree to which its schools are underperforming, whether the underperformance is due to lack of resources or inefficient use of resources, and what capacity its schools have to use new funds effectively. Decisions over “control of funds” also will depend on the stage of improvement, and whether an LEA has decided, as part of a corrective action or restructuring plan, to decrease management authority at the school level. Whatever the distribution of control, LEAs must ensure that both they and their schools have sufficient funds to carry out their respective responsibilities under section 1116(c). LEAs should fulfill their responsibilities in ways consistent with the State's overall school improvement approach.

***May LEAs use a portion of school improvement funds for administrative costs?***

In general, a LEA may use a portion of its Title I funds for reasonable and necessary administrative costs incurred in implementing Title I programs. Because a LEA is responsible for carrying out activities required by section 1116(c), notwithstanding its receipt of school improvement funds under sections 1003(a) or 1003(g), presumably it is already using some of its Title I funds to cover administrative costs associated with section 1116(c) activities. In



general, those administrative funds should be sufficient to cover costs associated with administering any new section 1003(g) funds.

***May funds be used to support a school that does not participate in Title I but whose lack of progress would qualify it for school improvement under section 1116(c)?***

No. Only Title I schools identified for school improvement or corrective action under section 1116(b) may receive school improvement funds.

***What requirements will the SEA have for a progress report following the grant award?***

A progress report is one of the requirements for this grant. All LEAs are required to report on how funds were used at the local levels and their impact on the selected short-term outcome measures, as well as the three evaluation indicators identified in the application package. The report must identify the progress the LEAs have made in meeting short-term outcome measures and indicators. The report must be submitted no later than 45 days following the end of the grant period.

***Who do I contact if I have questions?***

Questions should be directed to the School Improvement Office at 202-535-1894.

LEAs should also reference USDE's non-regulatory guidance: LEA and School Improvement Non-Regulatory Guidance (July 21, 2006) for additional information relative to improvement requirements. It is available at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

***ALL §1003(g) SCHOOL IMPROVEMENT FUND APPLICATIONS MUST BE RECEIVED  
NO LATER THAN 4 pm on December 31, 2008.***

## **APPLICATION INSTRUCTIONS**

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LEAs applying to receive funds for one or more schools in improvement status must submit an application package that adheres to the requirements in the table below:

<b>LEA Pages</b>
<b>Cover/Signature Page</b>
<b>Section I</b>
<b>Assurances –must be signed by Chancellor/Superintendent/Director and Title I administrator</b>
<b>Section II</b>
<b>Section III</b>
<b>Section IV</b>
<b>Section V (Table 1)</b>
<b>Section V (Table 2)</b>

Application for Grant  
 Amendment # \_\_\_\_\_  
 CFDA #84.377A

## §1003(g) SCHOOL IMPROVEMENT FUND APPLICATION

DC Office of the State Superintendent of Education

Title I

**School Year 2008-09**

<b>A. TO BE COMPLETED BY STATE EDUCATIONAL AGENCY (SEA)</b>		
	<b>Received By</b>	<b>Date Received</b>
Approval Signature (Authorized SEA Official)	Date Approved (1003(g) funds authorized for use as of this date)	Signature (Title I Program Specialist)
	Requested Amount \$	<b><u>Total Funds Approved</u></b> \$

<b>B. TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY (LEA)</b>	
(4) I CERTIFY that information submitted in this application is, to the best of my knowledge, true. The local educational agency named below has authorized me, as its representative, to file this application and all amendments.	
<hr style="border: 0.5px solid black;"/> Date	<hr style="border: 0.5px solid black;"/> Superintendent/Director's Original Signature
<i>Amendments to this program are to be dated above with the same date as the original 2008-2009 Application for Grant.</i>	
<b>LEA Name:</b>	
<b>Superintendent/Director</b> Name, Address, Phone, and Email	<b>Title I Program Administrator</b> Name, Address, Phone, and Email

## ASSURANCES

NCLB Section 1003(g) School Improvement Fund

**Application due on or before: December 31, 2008**

**Submit electronically to [victorie.thomas@dc.gov](mailto:victorie.thomas@dc.gov)**

***Read each statement below regarding local educational agency responsibilities for assisting schools identified for school improvement and applying to receive a §1003(g) school improvement fund.***

1. Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 76 and 80 and in applicable federal and state laws and regulations.
2. Retain all records relating to the proposed project for a period of five years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
3. Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
4. Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by LEA staff or external consultants with experience and expertise in helping schools improve academic achievement.
5. Expenditures contained in this §1003(g) Title I School Improvement Application accurately reflect the school improvement plan(s). The plan(s) address(es) all required components under *No Child Left Behind*.
6. Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
7. The LEA will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in research and address the specific instructional needs or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
8. The schools and LEAs shall adhere to SEA reporting and evaluation requirements in a timely and accurate manner. This includes the required state evaluation.
9. The LEA has notified parents of all students in the school(s) of their improvement status and the parents/students rights to public school choice and supplemental educational services (as appropriate).

I certify the information submitted on this application is, to the best of my knowledge, true, and I have read and understand the above assurances.

\_\_\_\_\_  
Chancellor/Director's for Designee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title I Administrator's Signature

\_\_\_\_\_  
Date

**SECTION I: STATEMENT OF NEED**  
(Maximum Point Value: 30)

**Directions: Each LEA applying for funds must respond in narrative form to statements below. Tables/charts/graphs may be attached as appropriate.**

*Note: Schools must be Title I served and identified for improvement, corrective action, restructuring under NCLB. The LEA may select which eligible schools it wishes to include in its application to the state.*

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- 1. Provide a detailed narrative of the findings of a needs assessment of your schools, students, and/or teachers. Provide a copy of your needs assessment with the application.**
- 2. Describe the research-based strategies and activities to be implemented. The description must include the following:**
  - a. A summary of school data that established priorities;**
  - b. A list of key research-based principles, including citations, that provide the theoretical foundation for the planned reforms;**
  - c. Changes to classrooms and the school as a whole that will facilitate more effective learning environments; and**
  - d. Support services that will ensure all students, including low-achieving, high ability, special needs, minority, and other student groups achieve at high levels.**

## SECTION II: INSTRUCTIONAL LEADERSHIP

(Maximum Point Value: 25)

**Directions: Each LEA applying for funds must respond in narrative form to the four areas below. Tables/charts/graphs may be attached as appropriate.**

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- 1. Describe school organizational strategies that support reform efforts, involve staff in shared decision-making and ownership of the reform efforts, and foster cooperative leadership among principal and staff members;**
  
- 2. Outline any logistical/structural changes (e.g., schedule or school routine changes) that will facilitate implementation;**
  
- 3. Describe the duties and responsibilities of the school leader(s) to ensure implementation and support of school improvement strategies. Include a plan for continuity of leadership in order to sustain high levels of achievement (i.e., plan if principal and/or other core leadership leaves);**
  
- 4. Describe how staff implementation will be monitored to ensure consistency and quality in instructional practices. Include a schedule showing monitoring of staff implementation.**

### SECTION III: PROFESSIONAL DEVELOPMENT

(Maximum Point Value: 20)

**Directions: Each LEA applying for funds must respond in narrative form to the three areas below. Tables/charts/graphs may be attached as appropriate.**

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- 1. Outline a clear plan and process for the delivery of professional development to classroom teachers, special education teachers, ESL teachers, and administrators. This plan should include how the LEA and school(s):**
  - a. assess the specific professional development needs of teachers and plan accordingly;**
  - b. offer a full range of professional development experiences that are intensive, focused, and of sufficient duration to achieve the purposes and goals of the professional development; and**
  - c. provide teachers adequate time for learning and implementing research-based instruction and strategies, including time for study, observation, practice, application, reflection, and evaluation.**
  
- 2. Address how the LEA and school will ensure professional development providers are individuals highly knowledgeable in research and experienced in classroom implementation of research based instructional strategies, programs, and assessments. Include expressed outcomes for professional development activities.**
  
- 3. Describe how the effectiveness of the professional development program will be monitored and implemented.**

## **SECTION IV: EVALUATION STRATEGIES**

**(Maximum Point Value: 15)**

The LEA and school will be required to gather information throughout the program for the state evaluation. The implementation data will encompass surveys, professional development data, and technical assistance data. In addition, schools must allow the state school improvement grant evaluator(s) access for onsite visits. During the visits, evaluators will be performing hallway walks, classroom observation, and interviews.

**Directions: Section IV is completed by the LEA. Please respond in narrative form to the following:**

*NOTE: By the submission of this application for §1003(g) school improvement funds, the LEA and school agrees to participate in the state evaluation of school improvement activities.*

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1. Describe the LEA's plan to make decisions based on evaluation outcomes.
  
2. Describe the LEA's plan to work with schools that may be struggling to reach their outcome goals. List any proposed interventions, including materials, strategies, and assessments.

**Note: By affirming the Assurances on page 11 you have agreed to participate in a state evaluation of school improvement activities.** A progress report is one of the requirements for this grant. All LEAs are required to report on how funds were used at the local levels and their impact on the selected short-term outcome measures, as well as the three evaluation indicators identified in the application package. The report must identify the progress the LEAs have made in meeting short-term outcome measures and indicators. *The report must be submitted no later than 45 days following the end of the grant period. A report template will be provided at a later date.*





**Directions:** Submit a detailed budget using the budget sheets provided below.

**Table 2**

<b>Budget Detail</b>				
<i>Duplicate for continuation</i>				
<b>I. Personnel summary</b>				
List all employees to be paid from this project. If part-time, indicate % FTE. Use one line per employee. Use continuation page, if needed.				
Name	Position/Title	Position Grade	FTE <i>(Indicate %)</i>	Total Cost <i>(Salary)</i>
<b>Total Salary</b>				\$
<b>II. Professional services</b>				
Type of Service Purchased	Date(s) Service to be Provided	Specify Agency/Vendor or Supplier	Cost	
<b>Total</b>			\$	

**Table 2 cont.**

<b>III. Supplies/Materials/Equipment</b>		
Quantity	Item Name	Total Cost
<b>Total</b>		<b>\$</b>
<b>IV. Other</b>		
Quantity	Item Name	Total Cost
<b>Total</b>		<b>\$</b>
<b>Budget Summary</b>		
<b>Budget Category</b>		<b>Amount Requested</b>
I. Personnel		
II. Professional Services		
III. Supplies/Materials/Equipment		
IV. Other		
<b>Total:</b>		<b>\$</b>



**APPENDIX A: COMPETITIVE PRIORITIES**

A maximum of 15 points funding priority will be given to LEAS based on the percentage of students passing the state assessments and the percentage of students in poverty, as determined by students receiving free or reduced lunch.

<b>Need to Improve Student Achievement (10 points possible)</b>		<b>Scale for Level of Poverty (5 points possible)</b>	
Percentage of Students Passing DCCAS in English/Language Arts	Percentage of Students Passing DCCAS in Mathematics	Percentage of Free & Reduced Lunch	
<35% = 5 points 35 - 50% = 3 points 51 - 74% = 1 point ≥75% = 0 points	<35% = 5 points 35 - 50% = 3 points 51 - 74% = 1 point ≥75% = 0 points	>75%	5 points
		50-74%	3 points
		35-49%	1 point
		<35%	0 points

## APPENDIX B: NEEDS ASSESSMENT SAMPLE QUESTIONS

Using a comprehensive needs assessment (data analysis), LEAs can identify and address the areas of need, including professional development needs in individual schools and for individual teachers. The table below shows **suggested** questions for a comprehensive needs assessment of a school.

Student Needs	Curriculum & Instruction	Professional Development	Family & Community Involvement	School Context & Organization
<ul style="list-style-type: none"> <li>• How well are students achieving on State assessments, in general, and in identified subgroups and individually?</li> <li>• Are there measurable goals for achievement that are known by parents, teachers, and students?</li> <li>• How does the school identify individual student needs?</li> <li>• What are the student mobility rates? Dropout rates? Attendance rates?</li> <li>• What, if any, significant disciplinary problems exist in the school?</li> <li>• What intervention process is in place to ensure that students' educational needs are met in a timely manner?</li> </ul>	<ul style="list-style-type: none"> <li>• How do staff members express high expectations for student achievement?</li> <li>• Is the curriculum aligned with the state standards?</li> <li>• Do teachers collaborate on ways to differentiate and align learning activities?</li> <li>• Are teachers reteaching topics and skills for which there is insufficient progress?</li> <li>• Does the school offer extended learning times for skills that lack sufficient progress?</li> <li>• Are formative testing and informal evaluation aligned with state standards?</li> </ul>	<ul style="list-style-type: none"> <li>• Is there a process to determine the professional development needs of teachers?</li> <li>• What kinds of professional development are offered?</li> <li>• Is professional development ongoing? Do teacher schedules allow for common planning time across grade levels and content areas?</li> <li>• Do teachers have the opportunity to collaborate as team members and/or mentors?</li> <li>• Is professional development voluntary or mandatory? To what degree does staff participate?</li> <li>• Is professional development related to classroom instruction?</li> <li>• Who provides professional development and how is it evaluated?</li> </ul>	<ul style="list-style-type: none"> <li>• Do teachers routinely communicate with parents (formally and informally) about the academic progress of their children?</li> <li>• How does the school involve parents and the community in school governance decisions?</li> <li>• Does the school partner with local businesses to enhance its educational program?</li> <li>• How does the community view the school?</li> <li>• How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed?</li> <li>• How are parents and the community involved in activities that support student learning?</li> <li>• What efforts are in place to help parents help their children meet standards?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the school safe and orderly?</li> <li>• What is the school climate? Are staff and student morale high?</li> <li>• How is the school managed?</li> <li>• Does the school have a vision and a mission statement? Are they widely known and understood? Is the vision periodically reviewed to determine if it meets the needs of the school?</li> <li>• What role(s) does the principal play? Is he/she viewed primarily as an instructional leader? A business manager? A disciplinarian?</li> <li>• How is the school budget determined?</li> <li>• Overall how much progress has the school made in the last year? Two years?</li> </ul>

## APPENDIX C: EVALUATION SAMPLE PROCESS & QUESTIONS

The LEA and schools will be required to gather information throughout the program for the state evaluation. The implementation data will encompass surveys, professional development data, and technical assistance data. In addition, schools must allow the state school improvement grant evaluator(s) access for onsite visits. During the visits, evaluators will be performing hallway walks, classroom observation, and interviews. The table below outlines sample evaluation questions and data collection methods that will be used as an evaluation of the program activities.

**Evaluation Questions and Data Collection Methods**

Research Questions	Survey	State Assessment Scores	Local Assessment Scores
1. To what extent have schools focused on improving school subject areas?	X		
2. To what extent have schools focused on and made progress toward improving school program areas?	X		
3. To what extent have schools focused on and made progress toward achieving implementation?	X		
4. What conditions and practices facilitate implementation?	X		
5. What conditions and practices have acted as barriers to implementation?	X		
6. How have student achievement outcomes changed over time?		X	X
7. How do student achievement scores compare with achievement scores from schools having similar demographics and conditions over time?		X	X
8. How do student achievement scores compare with statewide achievement scores over time?		X	X
9. What relationships exist between implementation and student achievement?	X	X	X
10. What are the implications of the study?	X	X	X