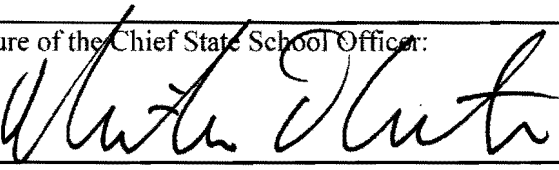


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<b>Legal Name of Applicant:</b>  Massachusetts Department of Elementary and Secondary Education	<b>Applicant's Mailing Address:</b> 75 Pleasant St. Malden, MA 02148
<b>State Contact for the School Improvement Grant</b>  <b>Name:</b> Erica Champagne  <b>Position and Office:</b> Program Manager for School Redesign Grants, Office of District and School Turnaround  <b>Contact's Mailing Address:</b> 75 Pleasant St, Malden, MA 02148   <b>Telephone:</b> 781 338 3521  <b>Fax:</b> 781-335-3318  <b>Email address:</b> echampagne@doe.mass.edu	
<b>Chief State School Officer (Printed Name):</b> Mitchell D. Chester, Ed.D.	<b>Telephone:</b> 781-338-3100
<b>Signature of the Chief State School Officer:</b>  X 	<b>Date:</b>  1-17-2013
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

# **School Improvement Grants Application for FY 2012 New Awards Competition**

## **Section 1003(g) of the Elementary and Secondary Education Act**

**Fiscal Year 2012**

**CFDA Number: 84.377A**

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**State Name:** Massachusetts

January 18, 2013 Submission



U.S. Department of Education  
Washington, D.C. 20202

OMB Number:

Expiration Date:

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Priority" or "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Priority or Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **ESEA Flexibility**

States that have received approval of their ESEA flexibility request will not be required to maintain a separate list of Tier I and Tier II schools. Under this flexibility, an LEA is eligible to apply for SIG funds to implement one of the four school intervention models defined in the SIG final requirements in a priority school even if that school is not in improvement and thus the LEA would not otherwise be eligible to receive SIG funds for the school. An SEA approved to implement this flexibility may award SIG funds above the amount needed for SIG continuation awards to an LEA with Priority schools according to the rules that apply to Tier I and Tier II schools under the SIG final requirements.

### **Availability of Funds**

The Department of Education Appropriations Act, 2012, provided \$535 million for School Improvement Grants in fiscal year (FY) 2012.

FY 2012 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2013.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2012 school improvement funds in proportion to the funds received in FY 2012 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

# FY 2012 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2012–2013 school year. New awards may be made with the FY 2012 funds or any remaining FY 2009, FY 2010 and FY 2011 funds not already committed to grants made in earlier competitions. The U.S. Department of Education will not require those SEAs that will use FY 2012 funds solely for continuation awards to submit a SIG application. Rather, such an SEA is required to submit an assurance that it is not making new awards, as defined above, through the separate application titled, “Continuation Awards Only Application for FY 2012 SIG Program”.

An SEA that must submit a FY 2012 application will be required to update its timeline for making awards to LEAs, but may retain all other sections from its FY 2010 application, including its lists of Tier I, II, and III schools and priority schools.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA’s FY 2012 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2012 application to the following address: [OST.OESE@ED.GOV](mailto:OST.OESE@ED.GOV)

In addition, the SEA must submit a paper copy of the cover page signed by the SEA’s authorized representative to the address listed below under “Paper Submission.”

### **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader  
Office of School Turnaround  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **Application Deadline**

Applications are due on or before January 18, 2013.

### **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [Carlas.Mccauley@ed.gov](mailto:Carlas.Mccauley@ed.gov).

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<b>Legal Name of Applicant:</b>  Massachusetts Department of Elementary and Secondary Education	<b>Applicant's Mailing Address:</b> 75 Pleasant St. Malden, MA 02148
<b>State Contact for the School Improvement Grant</b>  <b>Name:</b> Erica Champagne  <b>Position and Office:</b> Program Manager for School Redesign Grants, Office of District and School Turnaround  <b>Contact's Mailing Address:</b> 75 Pleasant St, Malden, MA 02148   <b>Telephone:</b> 781 338 3521  <b>Fax:</b> 781-335-3318  <b>Email address:</b> echampagne@doe.mass.edu	
<b>Chief State School Officer (Printed Name):</b> Mitchell D. Chester, Ed.D.	<b>Telephone:</b> 781-338-3100
<b>Signature of the Chief State School Officer:</b>  X	<b>Date:</b>
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## FY 2012 NEW AWARDS APPLICATION CHECKLIST

Please use this checklist to indicate the changes the SEA elects to make to its FY 2012 application from its FY 2011 application. An SEA will be required to update Section D (Part 1): Timeline, but will have the option to retain all other sections from its FY 2011 application, including its lists of Tier I, II, and III schools.

<b>SECTION A: ELIGIBLE SCHOOLS</b>	<input type="checkbox"/> SEA elects to keep the same definition of “persistently lowest-achieving schools” (PLA schools) as FY 2011	<input checked="" type="checkbox"/> SEA elects to revise its definition of “persistently lowest-achieving schools” (PLA schools) for FY 2012
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA elects not to generate new lists of Tier I, Tier II, and Tier III schools <input type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists <input checked="" type="checkbox"/> SEA is substituting the PLA list with its list of priority schools (please see Waiver 4 in Section H of SEA application)
<b>SECTION B: EVALUATION CRITERIA</b>	<input checked="" type="checkbox"/> Same as FY 2011	<input type="checkbox"/> Revised for FY 2012
<b>SECTION B-1: ADDITIONAL EVALUATION CRITERIA</b>	<input checked="" type="checkbox"/> Same as FY 2011	<input type="checkbox"/> Revised for FY 2012
<b>SECTION C: CAPACITY</b>	<input checked="" type="checkbox"/> Same as FY 2011	<input type="checkbox"/> Revised for FY 2012
<b>SECTION D (PART 1): TIMELINE</b>	<input checked="" type="checkbox"/> Revised for FY 2012	
<b>SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION</b>	<input type="checkbox"/> Same as FY 2011	<input checked="" type="checkbox"/> Revised for FY 2012
<b>SECTION E: SEA RESERVATION</b>	<input checked="" type="checkbox"/> Same as FY 2011	<input type="checkbox"/> Revised for FY 2012
<b>SECTION F: CONSULTATION WITH STAKEHOLDERS</b>	<input checked="" type="checkbox"/> Consultation with stakeholders provided	
<b>SECTION G: WAIVERS</b>	<input type="checkbox"/> Same as FY 2011	<input checked="" type="checkbox"/> Revised for FY 2012

## PART I: SEA REQUIREMENTS

As part of its FY 2012 application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA will be required to update its timeline, but may retain all other sections from its FY 2011 application, including its lists of Tier I, II, and III schools.

SECTION A: ELIGIBLE SCHOOLS	
<input type="checkbox"/> <b>Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2011</b>	<input type="checkbox"/> <b>Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2012</b> <input checked="" type="checkbox"/> <b>SEA is substituting the PLA list with its list of priority schools (please see Waiver 4 in Section G of SEA application)</b>
<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <input type="checkbox"/> 1. The SEA elects not to generate new lists of Tier I, Tier II, and Tier III schools. The SEA does not need to submit a new list for the FY 2012 application.  <input type="checkbox"/> 2. SEA elects to generate new lists. Lists submitted below.	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <input type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below. <input checked="" type="checkbox"/> 2. SEA has generated a PLA list in accordance with their ESEA Flexibility request. List submitted below.

**Directions:** An SEA that elects to generate new lists or must generate new lists of Priority or Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools” must attach a table to its SIG application that include its lists of all Priority or Tier I, Tier II, and Tier III schools that are eligible for new awards.<sup>1</sup> An SEA that will not generate new lists of Tier I, Tier II, and Tier III schools does not need to submit a new list for the FY 2012 application.

SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

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<sup>1</sup> A “new award” is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2012–2013 school year. New awards may be made with the FY 2012 funds or any remaining FY 2009, FY 2010 or FY 2011 funds not already committed to grants made in earlier competitions.

SCHOOLS ELIGIBLE FOR FY 2012 SIG FUNDS									
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE <sup>2</sup>

**EXAMPLE:**

SCHOOLS ELIGIBLE FOR FY 2012 SIG FUNDS									
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 1	##	TAYLOR MS	##				X		X
LEA 2	##	WASHINGTON ES	##		X				
LEA 2	##	FILLMORE HS	##				X		
LEA 3	##	TYLER HS	##			X		X	
LEA 4	##	VAN BUREN MS	##		X				
LEA 4	##	POLK ES	##				X		

**Directions:** All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds (e.g., reallocate to other schools with SIG grants or retain for a future SIG competition).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
Boston	The English High School	Funds not renewed for 12-13 school year, Year 3 of their SIG grant. ESE will retain for a future SIG competition.	\$952,248

<sup>2</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.



**Directions:** In the boxes below, provide updates to any sections, if any, the SEA elects to revise. The only section the SEA will be required to update is *Section D (Part 1): Timeline*. The SEA does not need to resubmit information for any section in which it elects to use the same criteria as its FY 2011 SIG application. See Appendix A for guidelines on the information required for revised sections.

<b>SECTION B: EVALUATION CRITERIA</b>
---------------------------------------

<input checked="" type="checkbox"/> SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.	<input type="checkbox"/> SEA has revised the information in this section for FY 2012. Updated information listed below.
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N/A
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<b>SECTION B-1: ADDITIONAL EVALUATION CRITERIA FOR PRE-IMPLEMENTATION</b>
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<input checked="" type="checkbox"/> SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.	<input type="checkbox"/> SEA has revised the information in this section for FY 2012. Updated information listed below.
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N/A
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<b>SECTION C: CAPACITY</b>
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<input checked="" type="checkbox"/> SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.	<input type="checkbox"/> SEA has revised the information in this section for FY 2012. Updated information listed below.
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N/A
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<b>SECTION D (PART 1): TIMELINE:</b> An SEA must describe its process and timeline for approving LEA applications.
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<p>Overview</p> <p>The Massachusetts Department of Elementary and Secondary Education (ESE) is preparing to conduct a</p>
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comprehensive School Turnaround grant competition that will result in 3-year grant awards. (Year 2 and Year 3 funding will be contingent on sufficient progress toward measurable annual goals and implementation of intervention model selected.)

All eligible Level 4 (Priority) schools can apply at the deadline. Awards will be made for interventions to begin fully in September 2013. The term 'Level 4 school' is an accountability identification under the Massachusetts school accountability framework. Statutory requirements for plan development in Level 4 schools are posted here: [http://www.doe.mass.edu/sda/framework/level4/ch69s1J\\_summary.pdf](http://www.doe.mass.edu/sda/framework/level4/ch69s1J_summary.pdf).

### **Detailed Description of LEA Application Review Process**

The Department's goal for its grant review process is to conduct a professional, comprehensive, transparent, efficient and equitable review of federal school turnaround grant applications from districts with the persistently lowest performing schools so that those districts with approvable proposals can begin implementation of bold intervention efforts in September 2013 for the duration of three years. As mentioned previously, this grant review process is also intended to meet the requirements of state law for turnaround schools.

### **Guiding Principles of review process**

- This process will result in an immediate review and notification to districts following submission of applications with strict timelines;
- This is a priority process and critical task for ESE; staff are available and ready; other tasks are de-prioritized for this time period;
- The process is transparent with definitions, rubrics, criteria, multi-reviewers on each application, and publicly available findings and determinations.

### **Participation in Review Process**

ESE intends to have internal ESE staff participate in the review process. These participants may include staff from the Department's Center for Targeted Assistance including the Office of School Redesign, the Office of Urban District Assistance and staff from the School Improvement grant programs unit. Additionally, staff from the Center for Accountability, the Center for Curriculum and Instruction (including math, ELA, English Language Learner specialists), the Office of Special Education, Secondary Programs and Vocational Schools and the Charter School Office may be involved.

ESE's review process of LEA applications will also include external participants such as non-interested consultants, practitioners and peer reviewers. We will be supported by an external facilitator in facilitating the review process in order to best ensure transparency and equity.

### **Scoring Process**

As described above, all grant applications will be scored against the rubric (see Appendix F). The minimum score to be considered eligible for funding is 90 points out of a total possible 128 points. In the event that there are more fundable applications than funds available, grants will be awarded in this priority order:

- Priority (Level 4) schools scoring highest on grant scoring rubric
- Priority (Level 4) schools meeting the initial fundability threshold (90 out of 128 points on the scoring rubric)
- Districts with more than one eligible Priority (Level 4) school

If federal intervention and assurances/waivers requirements are not met (No rating), the application will be

ineligible for funding.

### **Interview Component of Review Process**

In addition to the scored review of the written application (which includes a comprehensive Redesign Plan, a 3 year budget, annual measurable goals and signed assurances), we anticipate conducting rigorous interviews of district and school leaders, with a focus on the redesign teams, as an additional component of the application and review process. Depending on the quality of applications received, districts will be invited to these interviews if the review score of their grant application is at least 74 out of 128 points with all components completed. A potential 16 points could be awarded in the interview process, which would render their grant application score in the fundable range. ESE will not fund a school that receives a score of 8 or below on the interview. As indicated in the timeline below, these interviews will take place during the weeks of April 29<sup>th</sup> through May 3, 2013.

For each application that meets the interview threshold, we would invite a district team and a school team. The district team would likely include: (1) the Superintendent (or designee); (2) a member of the School Committee; and (3) and the district leader responsible for coordinating the implementation of school redesign efforts. The school team would likely include up to five individuals: (1) the Principal (or designee); (2) two members of the school's redesign team; (3) the administrator(s) responsible for coordinating and managing school redesign effort; and (4) teachers or other individuals (e.g., parents, students) that can speak to the willingness of the school to engage in the proposed redesign effort.

During the interview, the district and school team will be asked to present a brief 15-minute summary of the Redesign Plan, and then respond to a set of standard questions and others that address areas in the proposal that the review team identified as needing clarification or additional detail. A District and School Interview scoring rubric will be used during the interview process (Appendix F in 2011 application). The focus of the interview is to collect evidence that district and school leaders (a) understand the needs of identified schools and barriers to successful implementation of proposed intervention models, (b) display a demonstrated urgency and willingness to engage in the hard work needed to dramatically change and improve identified schools and (c) demonstrate a thorough understanding of the proposed strategies and interventions, including the actions (e.g., policy actions, changes in structures, changes in behavior and culture, and additional initiatives) that need to occur for the district and school redesign efforts to be successful. A complete interview record will be prepared and maintained as part of the district's grant application folder.

### **Timeline for LEA applications for Priority schools**

<b>Action</b>	<b>Date</b>
LEA application for <b>Priority Schools</b> officially made available to eligible districts	February 27, 2013
ESE technical assistance to support grant application development	March – April 2012
LEA application submission deadline	April 10, 2013
ESE review process: - Reviewer evaluation of written proposals	April 15-April 26, 2013

Interviews with district and school leaders	April 29 – May 3, 2013
ESE announces SIG awards	Friday May 31, 2013
FY11 and FY12 SIG funds made available to LEA grantees – Full Implementation	September 1, 2013
Grant recipients begin pre-implementation of school turnaround grant activities	July 1, 2013
Approved LEA grant applications and summary of grant awards posted on ESE website	July 31, 2013

The dates by which schools will begin to receive awarded SIG funds for school year 2013-2014 are July 1, 2013 for those schools that successfully apply for pre-implementation funds, and September 2013 for full implementation. It is important to note that the schools eligible for applying for SIG this year have what we call Bridge Grant funding that they can use for the same purposes as in SIG pre-implementation through June 30th.

#### **SECTION D (PARTS 2-8) DESCRIPTIVE INFORMATION:**

☐ SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.

☒ SEA has revised the information in this section for FY 2012. Updated information listed below.

All aspects of our FY11 SIG application under Section D Parts 2-8 remain the same for FY12 however, a new option will be available to districts and schools to support them in the implementation of their School Redesign Plan using SIG funding. A standardized, external assistance process has been developed and is coordinated by ESE that SRG recipients can opt to participate in using a set amount of their SIG award each year. Districts will be provided this option in the LEA application that is submitted to ESE **via a checkbox in the Budget Workbook that reads “The district opts to participate in the 2013-2014 Monitoring Site Visit process for each awarded school in this Budget Workbook. If the district opts to participate, please include an additional \$21,500 per school into contractual services. All school and Monitoring Site Visit Reports should be sent to ESE once final.”** While termed Monitoring Site Visits, or MSVs, the intent of the visits is to provide technical assistance and benchmarking for schools and districts to assess their progress in their turnaround efforts, not a technical review of meeting federal SIG requirements.

#### **SECTION E: SEA RESERVATION**

☒ SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.

☐ SEA has revised the information in this section for FY 2012. Updated information listed below.

MA ESE reserved 5 percent (\$2,934,572) of our combined FY09 (\$9,017,161) and ARRA (\$49,674,274) school improvement funds. From our FY10 allocation of \$8,023,626, MA ESE reserved 5 percent (\$401,181). From our FY11 allocation of \$7,873,767, we reserved 5 percent (\$393,688). From our FY12 allocation of \$7,238,298, we again anticipate reserving 5 percent (\$361,915)

School Year (state fiscal year)	Amount (Anticipated)	Primary Uses
2010-11 (FY11)	\$1,467,286	<ul style="list-style-type: none"> <li>ESE Personnel - Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 1 (Cohort 1)</li> </ul>
2011-12 (FY12)	\$1,467,286	<ul style="list-style-type: none"> <li>ESE Personnel – Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 2 (Cohort 1) and Year 1 (Cohort 2)</li> </ul>
2012-13 (FY13)	\$401,181	<ul style="list-style-type: none"> <li>ESE Personnel – Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 3 (Cohort 1) and Year 2 (Cohort 2)</li> </ul>
2013-14 (FY14)	\$393,688	<ul style="list-style-type: none"> <li>ESE Personnel – Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 4 (Cohorts 2 and 3)</li> </ul>
2014-15 (FY15)	\$361,915	<ul style="list-style-type: none"> <li>ESE Personnel – Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 5 (Cohorts 3 and 4)</li> </ul>

Overall, the SEA reservation will help support state administration, oversight and evaluation of grant-funded activities. The funds will support a portion of school improvement grant program staff salaries, administrative costs and state-level school intervention activities (technical assistance). These funds, along with state appropriations for targeted assistance to low performing schools, will provide for program expenses associated with state-level coordination and participant networking activities.

One key position supported by these set aside funds will be the Program Manager for School Redesign Grants in the Office of District and School Turnaround. This position will develop and implement policies, processes and practices to lead the Department's implementation of SIG funds.

This position will support comprehensive turnaround efforts and address the barriers to improved student performance; ensure that all SIG funded schools receive frequent, dedicated support and feedback on their turnaround initiatives; monitor schools and districts in their implementation of SIG funds; and coordinate the distribution of federal school improvement funds and the deployment of turnaround partners.

ESE technical assistance in the early stages will help districts analyze the needs of individual schools and match them with the appropriate intervention model and support qualitative school review processes to gain insight into the causes of low performance in each school; assess the root cause of failure and internal capacity to turn the school around.

ESE personnel are preparing to provide tool kits and research packets for district officials and school-level leaders on how to implement and sustain school redesign models. Longer term, these efforts will include the screening and recruitment of providers for turnaround, transformation or restart models.

#### *Evaluation*

The Center for Targeted Assistance in partnership with ESE's Office of Strategic Planning, Research and Evaluation seeks to develop and conduct a comprehensive evaluation of the implementation, impact and outcomes of LEA school intervention activities, efforts and models in **Tier I, Tier II and Priority** schools that are awarded these grant funds. See Appendix **E** for Evaluation Overview.

## **SECTION F: CONSULTATION WITH STAKEHOLDERS**

☒ By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

**SECTION G: WAIVERS:** SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

### **WAIVERS OF SEA REQUIREMENTS**

**Massachusetts** requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Priority or Tier I, Tier II, and Tier III schools.

#### **Waiver 1: Tier II waiver**

**Note: An SEA that requested and received the Tier II waiver for its FY 2011 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

☐ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2012 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

#### **Assurance**

☐ The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

#### **Waiver 2: n-size waiver**

**Note: An SEA that requested and received the n-size waiver for its FY 2011 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

☒ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2012 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **20**.

#### **Assurance**

☒ The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

#### **Waiver 3: New list waiver**

☐ Because the State does not elect to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2011 competition.

#### **Waiver 4: Priority schools list waiver**

☒ In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of Priority schools under ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

#### **Assurance**

☒ The State assures that, through its request for ESEA flexibility, its priority school definition provides an acceptable alternative methodology for identifying the State's lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of PLA schools in the SIG final requirements.

### **WAIVERS OF LEA REQUIREMENTS**

**Massachusetts** requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Priority, Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Priority or Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Priority or Tier I, Tier II, and Tier III schools.

#### **Waiver 5: School improvement timeline waiver**

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2011 competition and wishes to also receive the waiver for the FY 2012 competition must request the waiver again in this application.**

**Schools that started implementation of a turnaround or restart model in the 2010-2011, 2011-2012 or 2012-2013 school years cannot request this waiver to "start over" their school improvement timeline again.**

☐ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Priority or Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2013–2014 school year to "start over" in the school improvement timeline.

#### **Assurances**

☐ The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2013–2014 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Priority or Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☐ The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

#### **Waiver 6: Schoolwide program waiver**

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2011 competition and wishes to also receive the waiver for the FY 2012 competition must request the waiver again in this application.**

☒ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Priority, Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

#### **Assurances**

☒ The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Priority or Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☒ The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the



name and NCES District Identification Number for each LEA implementing a waiver.

**ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**

**(Must check if requesting one or more waivers)**

☒ The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

## PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

LEA APPLICATION	
<input checked="checked" type="checkbox"/> <b>SEA is using the same FY 2011 LEA application form for FY 2012.</b>  <b>The SEA does not need to resubmit the LEA application.</b>	<input type="checkbox"/> <b>SEA has revised its LEA application form for FY 2012.</b>  <b>The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.</b>

### LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

<b>A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.</b>									
An LEA must identify each Priority, Tier I, Tier II, or Tier III school the LEA commits to serve and identify the model that the LEA will use in each Priority, Tier I or Tier II school.									
SCHOOL NAME	NCES ID #	PRIORITY	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						turnaround	restart	closure	transformation
Note: An LEA that has nine or more Tier I, Tier II or priority schools may not implement the transformation model in more than 50 percent of those schools.									

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

- (1) For each Priority or Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
  - The LEA has analyzed the needs of each school and selected an intervention for each school; and
  - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority or Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Priority or Tier I school, the LEA must explain why it lacks capacity to serve each Priority or Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
  - Design and implement interventions consistent with the final requirements;
  - Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - Align other resources with the interventions;
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
  - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Priority or Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Priority or Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority or Tier I and Tier II schools.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority, Tier I, Tier II, and Tier III school it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Priority or Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority or Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority or Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Priority or Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

**Example:**

<b>LEA XX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>			
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

**E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ “Starting over” in the school improvement timeline for Priority or Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school-wide program in a Priority, Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## APPENDIX A

### REQUIRED INFORMATION FOR REVISED SEA APPLICATION SECTIONS

#### **B. EVALUATION CRITERIA:**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Priority or Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Priority or Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Priority or Tier I and Tier II school identified in the LEA's application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

**B-1. ADDITIONAL EVALUATION CRITERIA:** In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? (*For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.*)

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2012–2013 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

**C. CAPACITY:** The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Priority or Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Priority or Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Priority or Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Priority or Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

**D (PARTS 2-8). DESCRIPTIVE INFORMATION:**

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Priority or 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 Priority, 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.

(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.

(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 Priority or Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Priority, Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Priority, Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.<sup>3</sup>

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

## E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- ☒ Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- ☒ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Priority or Tier I and Tier II school that the SEA approves the LEA to serve.
- ☒ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ☒ Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- ☒ Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- ☒ If a Priority, Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ☒ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Priority or Tier I and Tier II school.
- ☒ Report the specific school-level data required in section III of the final SIG requirements.

**F. SEA RESERVATION:** The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.



## **APPENDIX B**

	<b>Schools an SEA MUST identify</b>	<b>Newly eligible schools an SEA MAY identify</b>
<b>Priority</b>	Schools that, based on the most recent data available, have been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State.	A school among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group; A Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or A Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model.
<b>Tier I</b>	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” <sup>3</sup>	Title I eligible <sup>4</sup> elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier II</b>	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. <sup>5</sup>	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are:

<sup>3</sup> “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

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

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

<sup>4</sup> For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

<sup>5</sup> Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier

		<ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two years.</li> </ul>
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II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.



# School Improvement Grants Application

Section 1003 (g) of the Elementary and Secondary Education Act  
Federal Fiscal Year 2012

## Appendices

**3/12/2013 Application Resubmission**

APPENDIX	DOCUMENT
A	Schools Eligible for FFY 2012 SIG Funds & Schools Served with FFY 2009, 2010 and 2011 SIG Funds in SY 2012-2013
B	Consultation E-mail to Committee of Practitioners
C	Online Posting - Notice of Intent to Apply for Waiver
D	Notice of Intent to Apply for Waiver - Comments Received
E	Evaluation Overview
F	Massachusetts' Definition of Priority Schools under Flexibility Waiver
G	Massachusetts' List of Priority, Reward and Focus Schools as of September 2012

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2012 SIG FUNDS***Total = 5*

LEA Name	MA District Cod	LEA NCES ID#	School Name	MA School Code	Sch NCES ID#	Priority	Tier I	Tier II	Tier III	Newly Eligible	Grad Rate
Boston	00350000	2502790	Mattahunt	00350226	250279000290	Y					
Boston	00350000	2502790	The English High School	00350535	250279000327	Y					
Lawrence	01490000	2506660	Henry K Oliver	01490050	250666000965	Y					
New Bedford	02010000	2508430	Hayden/McFadden	02010078	250843001327	Y					
Springfield	02810000	2511130	William N. DeBerry	02810045	251113001838	Y					

## Evidence of Consultation with Title I Committee of Practitioners

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**From:** Foodman, Julia (DOE)

**Sent:** Thursday, January 03, 2013 4:28 PM

**To:** 'madams@melrose.mec.edu'; 'j.alexander@schoolsofwestfield.org'; 'ebouley@gnbvt.edu'; 'lbreau@chelseama.gov'; 'AMCarr-Reardon@lawrence.k12.ma.us'; Foisy, Lynda; 'g.furman@diospringfield.org'; 'mgrassi@cpsd.us'; 'uharel@k12.somerville.ma.us'; 'p.hilton.ccc@comcast.net'; 'roho1111@juno.com'; 'djoephson@worcesterdiocese.org'; 'neelima\_katre@yahoo.co.uk'; Lilley, Alex J (DOE); 'morrison@mrsd.org'; 'nolanvolunteer@yahoo.com'; 'pagan-vegad@sps.springfield.ma.us'; Pakos, Matthew; 'susan.petrucelli@aic.edu'; 'richterm@sps.springfield.ma.us'; 'sryan@fallriverschools.org'; 'samseld@mrsd.org'; Toner, Paul; 'bmiyares@massteacher.org'; 'pzinni@avon.k12.ma.us'

**Subject:** Committee of Practitioners call on Jan 7

Hello COP members:

As you know, we are having a conference call on **Monday, January 7 from 12-1pm**. Below you will find the call-in information as well as info on what will be discussed during the call. If you have not done so already, please let me know if you plan to participate.

**Phone: 781 338 3096**

**Passcode: 284923**

**Commands for users outside of ESE:**

**\*6 - Mute/Unmute**

**# - Unmute if muted by someone else**

Purpose of call:

- Update members of Title I Committee of Practitioners on (a) FY13 and FY14 Title I grant allocations, and (b) plans for new School Improvement Grant ("School Redesign Grant") state application
- Gather input from committee on FY14 Title I application design, process, and communication tools

Agenda:

1. Welcome/Introductions
2. Basic facts about MA Title I programs
3. School Redesign Grant state application: timeline and waivers (see <http://www.doe.mass.edu/news/news.aspx?id=7175>)
4. FY13 allocation adjustments: timeline and scope
5. FY14 allocations: what we know and don't know
6. FY14 grant application: design, process, & communication
7. Next steps

**Julia Foodman**

School Improvement Grant Programs

Massachusetts Department of Elementary & Secondary Education

75 Pleasant St., Malden, MA 02148

ph. 781-338-3577

<http://www.doe.mass.edu/apa/titlei/>

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**From:** Foodman, Julia (DOE)

**Sent:** Monday, December 10, 2012 2:58 PM

**To:** 'madams@melrose.mec.edu'; 'j.alexander@schoolsofwestfield.org'; 'ebouley@gnbvt.edu'; 'lbreau@chelseama.gov'; 'AMCarr-Reardon@lawrence.k12.ma.us'; Foisy, Lynda; 'g.furman@diospringfield.org'; 'mgrassi@cpsd.us'; 'uharel@k12.somerville.ma.us'; 'p.hilton.ccc@comcast.net'; 'roho1111@juno.com'; 'djoephson@worcesterdiocese.org'; 'neelima\_katre@yahoo.co.uk'; Lilley, Alex J (DOE); 'morrison@mrsd.org'; 'nolanvolunteer@yahoo.com'; 'pagan-vegad@sps.springfield.ma.us'; Pakos, Matthew; 'susan.petrucelli@aic.edu'; 'richterm@sps.springfield.ma.us'; 'sryan@fallriverschools.org'; 'samseld@mrsd.org'; Toner, Paul; 'bmiyares@massteacher.org'; 'pzinni@avon.k12.ma.us'

**Subject:** Committee of Practitioners call on Jan 7

Good Afternoon,

Please save the date for a Title I Committee of Practitioners conference call to be held on **January 7 from 12-1pm**. We will send more information and the phone number closer to the date of the call.

Thank you for your continued participation in the Committee of Practitioners and we look forward to speaking with you soon.

**Julia Foodman**

School Improvement Grant Programs

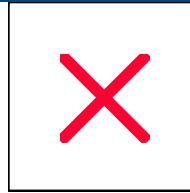
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New s	School/District Profiles	School/District Administration	Educator Services	Assessment/Accountability	Family & Community
		Student Assessment	Accountability, Partnership, & Assistance	Compliance/Monitoring	

## Accountability, Partnership, & Assistance

[General Information & Organization](#)

[Title I / Federal Support Programs](#)

[State System of Support](#)

[State System of Accountability](#)

[District Analysis, Review,  
& Assistance Tools](#)

[Partnership](#)

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## Title I / Federal Support Programs

### Notice of Intent to Apply for a Waiver of Certain Title I Section 1003(g) (School Improvement Grants) Requirements and Opportunity for Comment - UPDATED January 11, 2013

To: Superintendents, Charter School Leaders, District Title I Directors, and Other Interested Parties

From: Matthew Pakos, Director, School Improvement Grant Programs

Date: December 27, 2012

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In January the Massachusetts Department of Elementary and Secondary Education (ESE) will submit a new application for federal School Improvement Grant (SIG) funds to serve the Commonwealth's persistently lowest-achieving schools. As part of that application, ESE has the opportunity to request waivers of certain Title I Section 1003(g) requirements that relate to the use of SIG funds. Information regarding the SIG program is available via the U.S. Department of Education's website: [www2.ed.gov/programs/sif/index.html](http://www2.ed.gov/programs/sif/index.html).

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This notice is to provide you with the opportunity to review and comment on ESE's waiver requests, which will be submitted as part of an application for federal SIG funds.

The first two waivers are necessary to ensure that the Commonwealth's persistently lowest-achieving schools are accurately identified as eligible for SIG funds. The third waiver would allow a district that receives a SIG award to use those funds to implement one of the four required federal school intervention models (Turnaround, Closure, Restart, or Transformation) with maximum flexibility in its persistently lowest achieving school(s).

In addition, ESE intends to request a waiver to extend the period of availability for these federal fiscal year 2012 SIG funds through September 30, 2016. If granted, the waiver will allow the state to utilize its FFY2012 SIG funds for a multi-year period to support persistently low achieving schools that successfully apply for School Redesign Grants.

Comments may be submitted via email to [titlei@doe.mass.edu](mailto:titlei@doe.mass.edu). Your comments, if any, must be received by ESE no later than January 17, 2013.

**1. Persistently Lowest-Achieving Schools List Waiver: To appropriately identify the state's persistently lowest-achieving schools as eligible for SIG funds.**

Summary: Massachusetts intends to request a waiver of the school eligibility requirements defined in Section I.A.1 of the SIG final requirements in order to replace its lists of Tier I, Tier II, and Tier III schools with its lists of Level 4 and Level 3 schools. Under Massachusetts' No Child Left Behind (NCLB) flexibility waiver, Level 3 schools are those in the lowest 20 percent of performance, including schools with the lowest performing subgroups statewide. Level 4 schools are those identified as being among the state's lowest-achieving and least improving schools, a subset of Level 3. We believe that using consistent criteria to identify the state's persistently lowest-achieving schools furthers the intent and purposes of both the SIG program and NCLB flexibility, and is critical for furthering public understanding of the state's identification of its lowest-achieving schools. Note: This information was updated on January 11, 2013.

**2. Minimum n-size Waiver: To exclude any school with insufficient number of assessed students from the definition of "persistently lowest-achieving schools."**

Summary: Massachusetts intends to request a waiver of the regulatory definition of "persistently lowest-achieving schools" contained in section I.A.3 of the final requirements in order to exclude, from the pool of schools from which ESE identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the "all students" group in



the grades assessed [who were enrolled in the school for a full academic year as that term is defined in Massachusetts' Accountability Workbook] is less than 20. This minimum n-size is set to achieve reliability, consistency and validity of accountability decisions. We believe excluding very small schools furthers the intent and purposes of the SIG program because funds will be directed to support the most students in need without erroneously identifying persistently lowest-achieving schools due to unreliable data. This waiver is necessary in order to ensure that the identification of a school is both valid and reliable based on a minimum number of students and does not reveal personally identifiable information about the performance of individual students in the school.

**3. Schoolwide Program Waiver: To allow districts to implement a Title I schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty threshold.**

Summary: Massachusetts intends to request a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit districts to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet this poverty threshold. We believe that this waiver will allow the state's persistently lowest-achieving schools to maximize the flexible use of resources to make dramatic changes to improve student achievement.

**4. Period of Availability Waiver: To Extend Availability Period for Federal Fiscal Year 2012 School Improvement Grant Funds Through September 2016.**

Summary: ESE intends to request a waiver from the U.S. Department of Education to extend the period of availability for the state's federal fiscal year 2012 School Improvement Grant (SIG) funds authorized under Section 1003(g) of the Elementary and Secondary Education Act. If granted, the waiver will allow the state to use approximately \$7.2M in FFY2012 SIG funds through September 30, 2016 to support low-performing schools that successfully apply for School Redesign Grants. The current period of availability ends on September 30, 2014.

Last Updated: December 27, 2012

## **Appendix D: Comments Received in Response to Notice of Intent to Apply for Waivers of Certain Section 1003(g) Requirements**

Massachusetts received no comments in response to its December 27, 2012 notice of intent to apply for certain Title I Section 1003(g) School Improvement Grant requirements.



## School Redesign Grant FY 13 Research Plan

### A. Background

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In January 2012, the Massachusetts Department of Elementary and Secondary Education (ESE) contracted with the University of Massachusetts Donahue Institute (UMDI) to design and conduct a program evaluation of the School Redesign Grant program. UMDI developed a scope of work and research plan extending through July 2012, which included budget, tasks and timelines, responsibilities and confidentiality measures.

In September 2012, ESE extended UMDI's Interdepartmental Service Agreement (ISA) through September 30, 2014. It includes budgets, tasks and timelines, and responsibilities for FY 13 and FY 14.

This research plan develops the FY 13 scope of work in more detail, and is intended as a resource to guide planning and implementation of UMDI's evaluation of the School Redesign Grant.

### B. Overview of the School Redesign Grant

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Two cohorts received funding in the fall of 2010 to implement redesign plans aimed at dramatically improving student achievement. Cohort 1 comprised 12 schools from 3 districts (Boston, Chelsea and Springfield), while Cohort 2 comprised 18 schools in eight districts (Boston, Fall River, Holyoke, Lawrence, Lowell, Lynn, Springfield, and Worcester). Of these, 10 schools adopted the Turnaround model, 18 adopted Transformation, and two adopted the Restart model. Five districts received funding to support the implementation of their schools' redesign plans: Boston, Fall River, Holyoke, Lynn, and Springfield. A third cohort received funding in June 2012, comprising 9 schools in 6 districts (Brockton, Lawrence, Lynn, Salem, Springfield and Worcester). Of these, 7 schools adopted the Transformation model, 1 school adopted the Turnaround model, and 1 school adopted the Restart model. Two of the districts (Lawrence and Lynn) received funding to support the implementation of their schools' redesign plans.<sup>1</sup>

### C. Purpose and Overview of Research Design

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UMDI's evaluation is designed to meet two purposes:

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<sup>1</sup> Note that the following changes have occurred since the drafting of the FY12 Research Plan: 1) 1 Cohort 1 school's FY 13 renewal application was denied (English High School/Boston); 2) 1 Cohort 2 school (Arlington Elementary/Lawrence) changed strategies, shifting from the Transformation model to the Restart model in FY 13; 3) 1 Cohort 3 school (South Lawrence East Middle School/Lawrence) is in the process of shifting from a Transformation model to a Restart model.

- to provide ESE with the type of formative feedback that would support continuous improvement in school, district and ESE implementation of SRG.
- to capture evidence of short and long term changes, developing explanations of change (progress, success) that is likely associated with elements of SRG. The evaluation will ultimately yield explanations of factors that likely contribute to turnaround in underperforming schools.<sup>2</sup>

The evaluation follows an emergent design, such that questions posed in an initial phase yield preliminary findings that are further explored in a next phase. This time-phased approach allows for testing and confirmation or disconfirmation of findings on an ongoing basis, and allows ESE to develop a growing knowledge base about what works and does not work as schools move through their turnaround processes.

## D. Research Questions

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The evaluation is driven by two main research questions:

### Primary Research Question 1: How can ESE best support and manage the SRG project?

This component addresses ESE's implementation of the program both thus far and in the future. Areas of focus include ESE's process of school/district selection (e.g., application requirements such as demonstrating readiness on specific indicators), progress monitoring, the structuring of funding, and ESE's implementation support.

Secondary questions in support of this primary question include:

- To what extent and in what ways have tools and procedures employed in the application and renewal processes, and Level 4 Exit processes proven useful, and reliable; and in what ways are modifications suggested? (Note that FY13 inquiry will not foreground this question, given that formative feedback on

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<sup>2</sup> Note that while robust explanations will be built over time, the SRG redesign plans are complex and schools' turnaround strategies and associated effects are assumed here to be highly *context-dependent* (i.e., reflective of the particular histories, personnel, and other salient characteristics of the participating schools and districts). Explanations, conclusions, lessons learned and other results generated through this evaluation are therefore anticipated to be useful to the extent that they will be grounded in patterns and trends evident in the portfolio. They may be *potentially* generalizable or transferable to cases with similar characteristics, but the study is not conceived for predictability. That is, unlike statistically generalizable conclusions that would emerge from an experimental or quasi-experimental design, the conclusions generated here will achieve credibility and trustworthiness through standard qualitative research strategies such as triangulation across multiple data sources and through multiple data collection methods which have been customized to the schools and districts being studied. Limited generalizability may follow from careful examination of new cases, keeping in mind that the findings developed in this study are situated in fuller explanations of complex phenomena.

program implementation was captured in the spring of 2012, but the evaluation will communicate to ESE any feedback from the field that may be articulated in the course of ongoing data collection.)

- What lessons learned should inform ESE's continued implementation of the SRG program? What, if any, implications for program managers and policy-makers are suggested?

**Primary Research Question 2: In what ways and to what extent is SRG associated with schools' turnaround progress and improvements in student success?**

This component develops ongoing explanations of turnaround strategies that have worked or not worked, under a range of conditions. It explores the relationships between various inputs (e.g., newly hired staff, the establishment of new leadership structures) and progress or success, over time, with respect to school wide improvement and student achievement.

Secondary questions in support of this primary question include:

- How have schools implemented their turnaround plans to date? What strategies have been supported by SRG funds to date?
- Which strategies and/or factors are associated with schools' progress (implementation and progress toward benchmarks) and success, as defined by the program? Which factors have helped or hindered implementation, under what conditions?
- When and how are the various turnaround models associated with improvements?
- Which elements of each of the turnaround model(s) are associated with positive or negative change?
- To what extent and in what ways is the district role associated with schools' progress toward their redesign goals? (Building on preliminary findings surfaced during the FY12 phase of the evaluation, this question will figure prominently in FY13 inquiry, as the evaluation seeks to understand, for example, factors that support district-level capacity-building with respect to school redesign, and the mechanisms through which districts' understanding of schools' redesign experiences translate into improved support to schools.)
- What short or long term implications, if any, do the study's findings suggest for ESE, school and district leaders, policy-makers?

Note that schools' turnaround plans necessarily target particular objectives (e.g., enhanced school/district administration, curriculum and instruction); these objectives will drive our process of articulating questions and collecting data. For example, we may find that factors such as leadership structures, leaders' allocation of staff time, and other elements of school/district leadership are critical to an understanding of progress.

## E. Data Collection Methods and Timeline

This section develops activities and a timeline, leading to emergent findings about progress across schools, models, and contexts. Activities, timelines and deliverables through June 30, 2013 are specified in this document. As shown below, some data collection activities that were conducted in FY12 will now be repeated in FY13 (revised appropriately), allowing for examinations of change over time and leading to increasingly fuller explanations and richer syntheses as the study progresses. Activities, purposes and timelines are displayed in the table below.

SRG EVALUATION FY13		
Activity	Purpose	Timeline
Document review (e.g., Redesign Plans, Renewal Applications, MSV reports, Level 4 exit materials)	<p>Increase our understanding of schools' and districts' plans, theories of action, and progress to date.</p> <p>These documents serve as the starting point for the development of interview protocols and survey instruments, providing critical context as well as descriptive and analytical material.</p>	August – October 2012, and ongoing
Interview with ESE Program Officer	<p>Learn about updates in SRG program design and implementation</p> <p>Explore the Program Officer's current information needs and interests, so as to refine the evaluation's lines of inquiry in order to best address those needs</p>	October 2012
Interviews with district	Explore district leaders' perspectives on the SRG process, with a particular	November 2012 – January 2013

leaders (telephone)	<p>focus on the district role in supporting turnaround.</p> <p>UMDI will collaborate with ESE to a) identify key leaders to be interviewed, and b) develop a protocol and interview guide.</p> <p>An estimated set of telephone interviews at as many as 10 districts is planned.<sup>3</sup></p>	
Online survey of SRG teachers	<p>Solicit teachers' perspectives on the redesign process, with a particular focus on factors that contribute to positive change in teaching, learning and school culture.</p> <p>Teachers in all 37 schools will be invited to complete the survey (footnote 3).</p> <p>Planning to administer a statewide survey is a considerable task. UMDI will assume responsibility for securing teacher rosters and email addresses, and will call on ESE for troubleshooting assistance, as needed.</p> <p>UMDI will prepare draft instruments for review on an ongoing basis.</p>	<p>Administrative preparation – October – December</p> <p>Survey drafting, review, revisions, piloting – November – December 2012</p> <p>Online administration – January 2013</p>
Brief site visits to a few selected SRG districts	<p>More in-depth examination of district-level policies and practices associated with school improvement</p> <p>Contingent on the findings emerging from fall and winter data collections (district interviews, teachers surveys), up to two districts will be identified that represent promising</p>	Conduct visits - March - April

<sup>3</sup> Please note two exceptions to the data collection plan: 1) Brockton will not be participating in the FY13 evaluation, and 2) district interviews will not be conducted in Lawrence.

	<p>practices with respect to district capacity and/or district support to redesign schools. Brief (1 to 2 days) site visits will be conducted in these districts, to include interviews with district leaders and/or joint interviews with district leaders and relevant school principals.</p> <p>UMDI will collaborate with ESE in all aspects of site selection, sampling, and protocol development. Every effort will be made to minimize burden on participants (e.g., scheduling considerations, efficient use of time).</p>	
Online survey of SRG school principals	<p>Elicit principals' reflections on schools' and districts' progress and obstacles to date, and their explanations of change thus far.</p> <p>UMDI will collaborate with ESE to review and revise, as needed, the survey instrument that was employed in FY12.</p> <p>Principals in all 37 schools (footnote 3) will be invited to complete the survey.</p>	Online administration – April

Note that UMDI collaborates closely with ESE to ensure that evaluation plans are responsive to the Department's needs and concerns. In this regard, the data collection activities detailed above reflect our understanding of ESE's priorities and concerns, at the time of this writing, but timelines and other features are subject to change, as needed.



## **F. Data management, analysis and confidentiality measures**

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UMDI will retain sole ownership of study participants' raw data. Online survey data will be managed by UMDI and will be downloaded to our secure server. Interviews will be audio recorded with participants' consent and summarized or transcribed by members of the study team. Audio files, like all documents prepared under this study, will be stored on the server, using a numeric code to conceal identities. Audio files will be deleted at the conclusion of the study.

Analysis will be conducted through multiple close readings of triangulated data, to yield themes, patterns and identification of convergent and divergent findings. Deliverables will be organized around the study's primary research questions and will emphasize actionable feedback, to the extent possible.

## **G. Deliverables through June 30, 2013**

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The following deliverables will be prepared.

1. FY13 Research Plan By November 15

2. Management Briefing Memo By February 22

The memo will present in succinct and practical terms an overview of findings that begin to emerge from the document review and telephone interviews with district leaders.

3. Overview of Emergent Findings Memo By May 31

This memo will present an overview of the findings to be detailed in the June Synthesis Brief.

4. Synthesis Brief By June 30

This analytical brief will develop findings generated through triangulated data collection and analysis to date. It will offer a big picture view of patterns and trends across SRG implementation contexts, document early and mid-course evidence of change, and suggest modifications to SRG program planning and implementation.

## **H. Budget and staffing**

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The evaluation will be managed by a Senior Research Manager, Dr. Greta Shultz, who will lead a team of two Research Managers and a Research Analyst. The FY13 budget for this work is \$172,842. It covers all staffing and production of deliverables as described in this document.

## **Appendix F: Massachusetts' Definition of Priority Schools under Flexibility Waiver**

The text below is from page 43 of our flexibility request posted here:

<http://www2.ed.gov/policy/eseaflex/approved-requests/ma.pdf>.

A priority school is:

- a school among the lowest five percent of Title I schools in the State based on achievement and growth;
- a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over four years; or
- a Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model.

In our current state accountability system, we designate the lowest performing 20% of schools in the state as Level 3. Under state law we may designate up to 4% of those as Level 4 schools: the lowest performing, slowest improving schools statewide. Both Level 3 and Level 4 schools are currently identified with the same indicators we propose to include in the Progress and Performance Index (PPI), using a slightly different methodology. Both designations are made using four years of data. Through this process we have already identified 35 schools as Level 4 schools, 34 of which remain open as of fall 2011. On November 15, 2011, the Commissioner named an additional six Level 4 schools. We propose to classify all 40 of these schools as Priority schools for the purposes of this waiver. These are all schools that were identified as being among the lowest 4% of all schools in the state based on performance of all students in terms of proficiency on Massachusetts' statewide assessments, having an aggregate graduation rate less than 60% over a number of years, and/or a Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention model.

As new assessment data becomes available, we will identify additional Level 4/Priority schools using the PPI methodology described above to meet the requirement that Priority schools equal 5% of the state's Title I schools. We will continue to identify Level 4/Priority schools from among the lowest performing 20% of schools. However, we will adjust the current methodology for identifying Level 3 schools to ensure that this group includes the schools with the largest achievement gaps, as Level 3 will now be used for identification and classification of our Focus schools. The methodology for identifying Focus schools is described in section 2.E.iii. The Commissioner will have discretion to classify a school as Level 4/Priority based on a number of factors, including resource availability and other information collected beyond the PPI.

## Massachusetts 2012 Commendation/Reward, Priority, and Focus Schools - Last updated 9/20/2012

LEA Name	LEA NCES ID #	School Name	School NCES ID #	Reward School	Priority School	Focus School	2012-13 Accountability & Assistance Level
Amesbury	2501860	Charles C Cashman El	250186000036	B			Level 1
Andover	2501950	Doherty Middle	250195002510	A, B			Level 1
Boston	2502790	Eliot Elementary	250279000230	B			Level 1
Boston	2502790	Patrick O'Hearn	250279000303	B			Level 1
Braintree	2502940	East Middle School	250294000364	B			Level 1
Brimfield	2503060	Brimfield Elementary	250306000381	A			Level 1
Concord	2503840	Willard	250384000526	A, B			Level 1
Duxbury	2504410	Alden School	250441000968	B			Level 1
Granby	2505400	East Meadow	250540000789	B			Level 1
Harvard	2505880	Harvard Elementary	250588000839	A, B			Level 1
Hingham	2506090	Wm L Foster Elem	250609000876	B			Level 1
Hingham	2506090	Hingham High	250609000872	B			Level 1
Holbrook	2506150	South	250615000882	B			Level 1
Holliston	2506240	Robert H. Adams Middle School	250624001304	B			Level 1
Hopkinton	2506330	Hopkinton Middle School	250633000468	B			Level 1
Lexington	2506840	Lexington High	250684001001	A			Level 1
Lynnfield	2507140	Huckleberry Hill	250714001089	A, B			Level 1
Lynnfield	2507140	Summer Street	250714001093	A, B			Level 1
Lynnfield	2507140	Lynnfield High	250714001090	B			Level 1
Marshfield	2507350	Eames Way School	250735000760	A			Level 1
Marshfield	2507350	Martinson Elementary	250735001139	B			Level 1
Mattapoisett	2507470	Old Hammondtown	250747001149	B			Level 1
Medfield	2507530	Medfield Senior High	250753001157	B			Level 1
Medway	2507590	Medway Middle	250759002483	B			Level 1
Milton	2507980	Collicot	250798001259	B			Level 1
Milton	2507980	Glover	250798001261	B			Level 1
Natick	2508340	Bennett-Hemenway	250834001291	B			Level 1
Newton	2508610	Horace Mann	250861001367	A, B			Level 1
Scituate	2510560	Cushing Elementary	251056001689	A			Level 1
Sharon	2510620	East Elementary	251062001703	A, B			Level 1
Sharon	2510620	Sharon High	251062001705	A			Level 1
Shrewsbury	2510770	Walter J Paton	251077001719	A, B			Level 1
Somerset	2510860	South	251086001727	B			Level 1
Stoneham	2511220	Stoneham Middle School	251122001857	B			Level 1
Sudbury	2511340	General John Nixon Elem	251134000507	B			Level 1
Sunderland	2511370	Sunderland Elementary	251137001878	B			Level 1
Wayland	2512210	Wayland Middle School	251221002502	A, B			Level 1
Westford	2512660	Day Elementary	251266000166	B			Level 1
Westwood	2512810	William E Sheehan	251281002101	A, B			Level 1
Winchester	2513110	Winchester High School	251311002174	A, B			Level 1
Worcester	2513230	Columbus Park	251323002207	B			Level 1
Smith Leadership Academy	2500077	Smith Leadership Academy Chart	250007702091	B			Level 1
Neighborhood House Chart	2500029	Neighborhood House Charter Sch	250002900545	B			Level 1
Benjamin Franklin Charter	2500030	Benjamin Franklin Classical Ch	250003000547	A			Level 1
Lawrence Family Dev Chart	2500032	Lawrence Family Development Ch	250003200553	B			Level 1
Dover-Sherborn	2504290	Dover-Sherborn Reg MS	250429000575	A			Level 1
Dover-Sherborn	2504290	Dover-Sherborn Reg High	250429000574	B			Level 1
Masconomet	2507410	Masconomet Regional HS	250741001146	A			Level 1
Up-Island Regional	2500043	West Tisbury Elem	250004301927	A			Level 1
Wachusett	2511880	Houghton Elementary	251188001476	A, B			Level 1
Shawsheen Valley Voc Tech	2510615	Shawsheen Valley Voc Tech High	251061501701	B			Level 1
Boston	2502790	Dearborn	250279000222		E		Level 4
Boston	2502790	Elihu Greenwood	250279000229		E		Level 4
Boston	2502790	John F Kennedy	250279000265		E		Level 4
Boston	2502790	John P Holland	250279000268		E		Level 4
Boston	2502790	Mattahunt	250279000290		C		Level 4
Boston	2502790	Orchard Gardens	250279002006		E		Level 4
Boston	2502790	Paul A Dever	250279000304		E		Level 4
Boston	2502790	William Monroe Trotter	250279000343		E		Level 4
Boston	2502790	Blackstone	250279000201		E		Level 4
Boston	2502790	Harbor School	250279000952		E		Level 4
Boston	2502790	Jeremiah E Burke High	250279000261		E		Level 4
Boston	2502790	The English High	250279000327		E		Level 4
Fall River	2504830	John J Doran	250483000666		E		Level 4
Holyoke	2506270	Morgan Elem	250627000910		E		Level 4
Holyoke	2506270	Wm J Dean Voc Tech High	250627000913		E		Level 4
Lawrence	2506660	Arlington Elementary School	250666001919		E		Level 4
Lawrence	2506660	South Lawrence East Middle Sch	250666001920		E		Level 4
Lawrence	2506660	James F Leonard	250666000959		E		Level 4
Lawrence	2506660	Henry K Oliver	250666000965		C		Level 4

LEA Name	LEA NCES ID #	School Name	School NCES ID #	Reward School	Priority School	Focus School	2012-13 Accountability & Assistance Level
Lawrence	2506660	Business Management & Finance	250666002627		E		Level 4
Lawrence	2506660	International High School	250666002631		E		Level 4
Lowell	2507020	Charlotte M Murkland Elem	250702000092		E		Level 4
Lynn	2507110	Wm P Connery	250711001087		E		Level 4
Lynn	2507110	E J Harrington	250711001070		E		Level 4
New Bedford	2508430	Hayden/McFadden	250843001327		C		Level 4
Salem	2510380	Bentley	251038001654		E		Level 4
Springfield	2511130	Brightwood	251113001796		E		Level 4
Springfield	2511130	Elias Brookings	251113001801		E		Level 4
Springfield	2511130	William N Deberry	251113001838		C		Level 4
Springfield	2511130	Homer Street	251113001808		E		Level 4
Springfield	2511130	Alfred G Zanetti	251113001809		E		Level 4
Springfield	2511130	White Street	251113001837		E		Level 4
Springfield	2511130	Gerena	251113001822		E		Level 4
Springfield	2511130	Chestnut Street Middle	251113002598		E		Level 4
Springfield	2511130	John F Kennedy Middle	251113002601		E		Level 4
Springfield	2511130	M Marcus Kiley Middle	251113002602		E		Level 4
Springfield	2511130	High School Of Commerce	251113001806		E		Level 4
Worcester	2513230	Burncoat Street	251323002201		E		Level 4
Worcester	2513230	Chandler Elem Community	251323002204		E		Level 4
Worcester	2513230	Union Hill School	251323002248		E		Level 4
District	#N/A	School A	#N/A		C		Level 3
District	#N/A	School B	#N/A		C		Level 3
District	#N/A	School C	#N/A		C		Level 3
District	#N/A	School D	#N/A		C		Level 3
District	#N/A	School E	#N/A		C		Level 3
District	#N/A	School F	#N/A		C		Level 3
Athol-Royalston	2502160	Riverbend	250216000080			G	Level 3
Boston	2502790	Ellis Mendell	250279000232			G	Level 3
Boston	2502790	Henry Grew	250279000247			G	Level 3
Boston	2502790	Jackson Mann	250279000251			G	Level 3
Boston	2502790	James Condon Elem	250279000254			G	Level 3
Boston	2502790	James J Chittick	250279000255			G	Level 3
Boston	2502790	James P Timilty Middle	250279000258			G	Level 3
Boston	2502790	James W Hennigan	250279000259			G	Level 3
Boston	2502790	John Marshall	250279000267			G	Level 3
Boston	2502790	John W McCormack	250279000269			G	Level 3
Boston	2502790	John Winthrop	250279000270			G	Level 3
Boston	2502790	Madison Park High	250279000282			G	Level 3
Boston	2502790	Oliver Hazard Perry	250279000297			G	Level 3
Boston	2502790	Thomas J Kenny	250279000332			G	Level 3
Boston	2502790	Washington Irving Middle	250279000334			G	Level 3
Boston	2502790	William Ellery Channing	250279000338			G	Level 3
Boston	2502790	Young Achievers	250279000693			G	Level 3
Boston	2502790	Quincy Upper School	250279001296			G	Level 3
Boston	2502790	Community Academy of Science a	250279001902			G	Level 3
Boston	2502790	Boston International High Sch	250279002015			H	Level 3
Boston	2502790	Curley K-8 School	250279002622			G	Level 3
Brockton	2503090	Downey	250309000387			G	Level 3
Brockton	2503090	Dr W Arnone Comm Sch	250309000388			G	Level 3
Brockton	2503090	Huntington	250309000398			G	Level 3
Brockton	2503090	Mary E. Baker School	250309002649			G	Level 3
Brockton	2503090	Manthala George Jr School	250309002655			G	Level 3
Chelsea	2503540	Chelsea High	250354000482			G	Level 3
Chicopee	2503660	Bellamy Middle	250366000491			G	Level 3
Chicopee	2503660	Bowe	250366000492			G	Level 3
Chicopee	2503660	Chicopee Comprehensive HS	250366000495			G	Level 3
Chicopee	2503660	Chicopee High	250366000496			G	Level 3
Dracut	2504320	Lakeview Junior High	250432001625			G	Level 3
Fall River	2504830	B M C Durfee High	250483000649			G	Level 3
Fall River	2504830	Morton Middle	250483000672			G	Level 3
Fall River	2504830	Samuel Watson	250483000677			G	Level 3
Fall River	2504830	Mary Fonseca Elementary School	250483002650			G	Level 3
Fall River	2504830	Letoumeau Elementary School	250483002656			G	Level 3
Fitchburg	2504890	Reingold Elementary	250489000702			G	Level 3
Fitchburg	2504890	Memorial Intermediate	250489001523			G	Level 3
Fitchburg	2504890	South Street Elementary	250489002469			G	Level 3
Framingham	2504980	Fuller Middle	250498000464			G	Level 3
Framingham	2504980	Brophy	250498000714			G	Level 3
Freetown-Lakeville	2505070	Freetown Elementary School	250507002735			G	Level 3
Haverhill	2505970	Dr Paul Nettle	250597000852			G	Level 3
Haverhill	2505970	Haverhill High	250597000856			G	Level 3
Haverhill	2505970	Tilton	250597000866			G	Level 3
Holyoke	2506270	Kelly Elem	250627000904			G	Level 3
Holyoke	2506270	Lt Elmer J McMahon Elem	250627000908			G	Level 3
Holyoke	2506270	E N White Elem	250627002581			G	Level 3
Holyoke	2506270	Center for Excellence	250627002646			G	Level 3
Lawrence	2506660	Alexander B Bruce	250666000950			G	Level 3
Lawrence	2506660	Arlington Middle School	250666001945			G	Level 3
Lawrence	2506660	Performing & Fine Arts High Sc	250666002616			G	Level 3

LEA Name	LEA NCES ID #	School Name	School NCES ID #	Reward School	Priority School	Focus School	2012-13
							Accountability & Assistance Level
Lawrence	2506660	School for Exceptional Studies	250666002625			G	Level 3
Lawrence	2506660	Guilmette Middle Sch	250666002630			G	Level 3
Lawrence	2506660	Health & Human Services High S	250666002636			G	Level 3
Lowell	2507020	Joseph McAvinnue	250702000477			G	Level 3
Lowell	2507020	Peter W Reilly	250702001045			G	Level 3
Lowell	2507020	Bartlett Community Partnership	250702001954			G	Level 3
Lowell	2507020	Kathryn P. Stoklosa Middle Sch	250702001955			G	Level 3
Lynn	2507110	Thurgood Marshall Mid	250711000301			G	Level 3
Lynn	2507110	Breed Middle School	250711001063			G	Level 3
Lynn	2507110	Classical High	250711001067			H	Level 3
Lynn	2507110	Lynn Voc Tech Institute	250711002277			G	Level 3
Marlborough	2507320	Marlborough High	250732001133			G	Level 3
Monson	2508040	Quarry Hill Comm	250804002589			G	Level 3
New Bedford	2508430	Alfred J Gomes	250843001326			G	Level 3
New Bedford	2508430	Keith Middle School	250843001334			G	Level 3
New Bedford	2508430	New Bedford High	250843001336			G	Level 3
New Bedford	2508430	Roosevelt Middle School	250843001339			G	Level 3
Northampton	2508850	Bridge Street	250885001425			G	Level 3
Northbridge	2508940	W Edward Balmer	250894001447			G	Level 3
Oxford	2509270	Oxford High	250927001482			G	Level 3
Palmer	2509300	Old Mill Pond	250930002594			G	Level 3
Peabody	2509360	West Memorial	250936001505			G	Level 3
Phoenix Charter Academy	2500090	Phoenix Charter Academy	250009002112			H	Level 3
Quincy	2509870	Clifford H Marshall Elem	250987001220			G	Level 3
Quincy	2509870	Point Webster Middle	250987001381			G	Level 3
Randolph	2509930	J F Kennedy Elem	250993002596			G	Level 3
Salem	2510380	Carlton	251038001656			G	Level 3
Salem	2510380	Collins Middle	251038002404			G	Level 3
Salem	2510380	Nathaniel Bowditch	251038002559			G	Level 3
Somerville	2510890	Arthur D Healey	251089001731			G	Level 3
Southbridge	2511010	Mary E Wells Jr High	251101001765			G	Level 3
Southbridge	2511010	West Street	251101001770			G	Level 3
Spencer-E Brookfield	2500002	Knox Trail Junior High	250000200639			G	Level 3
Springfield	2511130	Milton Bradley School	251113000896			G	Level 3
Springfield	2511130	High School/Science-Tech	251113000901			G	Level 3
Springfield	2511130	Van Sickle Middle School	251113001660			G	Level 3
Springfield	2511130	Hiram L Dorman	251113001807			G	Level 3
Springfield	2511130	Indian Orchard Elem	251113001810			G	Level 3
Springfield	2511130	Thomas M Balliet	251113001833			G	Level 3
Springfield	2511130	Putnam Voc Tech High Sch	251113002293			G	Level 3
Springfield	2511130	Springfield Central High	251113002444			G	Level 3
Springfield	2511130	John J Duggan Middle	251113002599			G	Level 3
Springfield	2511130	Forest Park Middle	251113002600			G	Level 3
Springfield	2511130	STEM Middle Academy	251113002642			G	Level 3
Waltham	2512000	Henry Whittemore Elementary Sc	251200001969			G	Level 3
Waltham	2512000	Northeast Elementary School	251200001974			G	Level 3
Worcester	2513230	Woodland Academy	251323002106			G	Level 3
Worcester	2513230	Claremont Academy	251323002121			G	Level 3
Worcester	2513230	Elm Park Community	251323002211			G	Level 3
Worcester	2513230	Goddard Sch/Science Tech	251323002215			G	Level 3
Worcester	2513230	Grafton Street	251323002219			G	Level 3
Worcester	2513230	Sullivan Middle	251323002223			G	Level 3
Worcester	2513230	Rice Square	251323002242			G	Level 3
Worcester	2513230	Chandler Magnet	251323002506			G	Level 3