Partnership to Realize Enduring Systemic Success (PRESS)

School Improvement Grants, Cohort 4R
Technical Assistance Session
September 22, 2016

PRESS, NJ's School Improvement Grant program

Please note that the content included in this presentation is based on the Notice of Grant Opportunity (NGO) recently released by the Department. Per the guidelines set forth by the Office of Grants Management (OGM), program offices are not permitted to provide any information to eligible applicants that is not included in the NGO.

Description of the Grant Program

Why are we here?

- Economically disadvantaged 8th grade students, as a subgroup, scored 28 points lower in reading than higher income peers on the 2015 NAEP
- Those same students scored 35 points lower in Math than higher income peers
- At some of NJ's community colleges, the overwhelming majority of students require remedial coursework upon arrival, with some colleges reporting more than 90% of students falling into this category

Where does that leave us?

We must do better.

But how?

Description of the Grant Program

We are seeking LEAs that:

- Embrace an unwavering commitment to the highest expectations for all students

- Adopt a single-minded goal of ensuring that all students leave high school adequately prepared for college and career, and establish measurable benchmarks in support of the overarching goal

- Demonstrate a willingness to enact bold, systemic changes to break the pattern of poor performance in persistently low-achieving schools

Description of the Grant Program

Key changes from prior SIG cohorts:

- Planning phase

- Clear, staggered **performance benchmarks** must be met to advance to full implementation

- Stronger **focus on district** capacity and support for schools

- Assurances for consistent school-level leadership by **true turnaround leaders**

- Evidence of long-term **sustainability** required

- Rigorous **performance management** framework, including feedback

State of New Jersey
DEPARTMENT OF EDUCATION

Eligibility to Apply

PRESS is a limited competitive grant program open to Priority and Focus schools not currently participating in Cohorts 3 and 4

Eligibility to Apply

How to select which schools to serve

If an LEA has one or more . . .	In order to get SIG funds, the LEA **must** commit to serve . . .
Priority schools only	Each priority school it has the capacity to serve
Focus schools only	The LEA has the option to commit to serve as many focus schools as it wishes
Priority schools and focus schools	Each priority school it has capacity to serve; at a minimum, at least one priority school. An LEA in which one or more priority schools are located that does **not** apply to serve **all** of these schools **may not** apply for a grant to serve one or more focus schools.

Review of Applications

	Points
Signatures : L-1, L-2, L-3, S-1(both sections) and S-2	1
LEA APPLICATION	
L-5: Stakeholder Engagement and Support	6
L-6: Summary of Prior LEA-Facilitated School Improvement Initiatives	9
L-7: LEA Commitment and Capacity	18
L-8: LEA Planning Year Capacity Enhancement Activities	15
TOTAL POINTS – LEA SECTION	*48*
SCHOOL APPLICATION	
S-3: Stakeholder Engagement and Support	9
S-4: Needs Assessment Summary	9
S-5(A) or S-5(B): Project Summary	9
S-6: Year 1 Activity Plan	12
TOTAL POINTS – SCHOOL SECTION	*39*
BUDGET	
B-1: Budget Narrative	3
B-2: Multi-Year Budget Proposal	3
B-3: Non-SIG Funds Aligned to Support Turnaround	3
Budget Detail and Summary (Excel Workbook)	3
TOTAL POINTS – BUDGET SECTION	*12*

Review of Applications

To be eligible for funding, applications <u>must</u>:

- ✓ **meet the intent of the NGO;**
- ✓ **score at least 12 points on**
  L7— LEA Commitment and Capacity;
- ✓ **Score at least 10 points on**
  L8—LEA Planning Phase Capacity Enhancement Activities;
  <u>and</u>
- ✓ **Score at least 70 points overall.**

Review of Applications

Per the final federal requirements, if the NJDOE lacks sufficient funds for all of the applications that meet the minimum criteria, Priority schools will receive preference over Focus schools.

If there are funds remaining following allocations to approvable Priority school applicants, preferential consideration will be given to approvable Focus schools with lowest subgroup performance before funding is allocated to Focus schools with low graduation rates or within-school achievement gaps.

Review of Applications

Award Classes

Class	# of students
CLASS 1	0-4,999
CLASS 2	5,000-9,999
CLASS 3	10,000+

At least one school from each class will receive an award (provided that the application for at least one school from each class meets the minimum requirements)

Review of Applications

Takeaways:

❑ Score the minimum number of points required for the application overall, LEA commitment, capacity, and planning activities to enhance capacity

❑ "Prioritize the Priority schools"

❑ At least one award will be made from each award class (based on size)

❑ Meet the intent of the NGO

    ❑ *A shared vision for success will guide the work of the PRESS network*

State of New Jersey
DEPARTMENT OF EDUCATION

Components of PRESS Application

- LEA Section

- School Section

- Budget Section

LEA Section

School turnaround – especially when facilitated by a SIG – is an LEA initiative and the LEA must itself function at a level of proficiency, which enables it to support the major overhaul of one or more of its schools. Redding, S., Dunn, L. & McCauley, C. (2015)

LEA Section

- L-1: Cover Page & Board Resolution
- L-2: Assurances
- L-3: Documentation of Federal Compliance
- L-4: Schools To Be Served
- L-5: Stakeholder Engagement and Support
- L-6: Summary of Prior School Improvement Initiatives
- L-7: LEA Commitment and Capacity
- L-8: LEA Planning Phase Capacity Enhancement Activities

L-4: Schools To Be Served

School Name	NCES ID #	Priority	Focus[1]	Intervention Strategy

[1] An LEA in which one or more Priority schools are located must serve all of these schools before it may serve one or more Focus schools. If funding is available after awarding eligible Priority schools, the NJDOE will give preference to funding Focus schools with low subgroup performance over Focus schools with low graduation rates or with-in school achievement gaps.

L-5: Stakeholder Engagement and Support

| Workgroup Membership and Participation		
Name	**Title**	**Meetings Attended (# attended/total)**
Letters of Support		
The LEA must attach letters of support from its Board and unions affirming their support for the LEA's school turnaround initiative. The Board's letter should detail support for modifying specific policies and practices to facilitate efficient and effective implementation of the plan. The letter from the unions should specify support for relevant elements of the plan including sustainable changes to schedules to support increased learning time for staff and students.		

L-6: Summary of LEA School Improvement Initiatives

Provide a brief description of prior LEA-facilitated school improvement initiatives.
What were the initial goals and actual outcomes associated with the above initiatives?
What were the factors that contributed to favorable and/or unfavorable outcomes?

L-7: LEA Commitment and Capacity
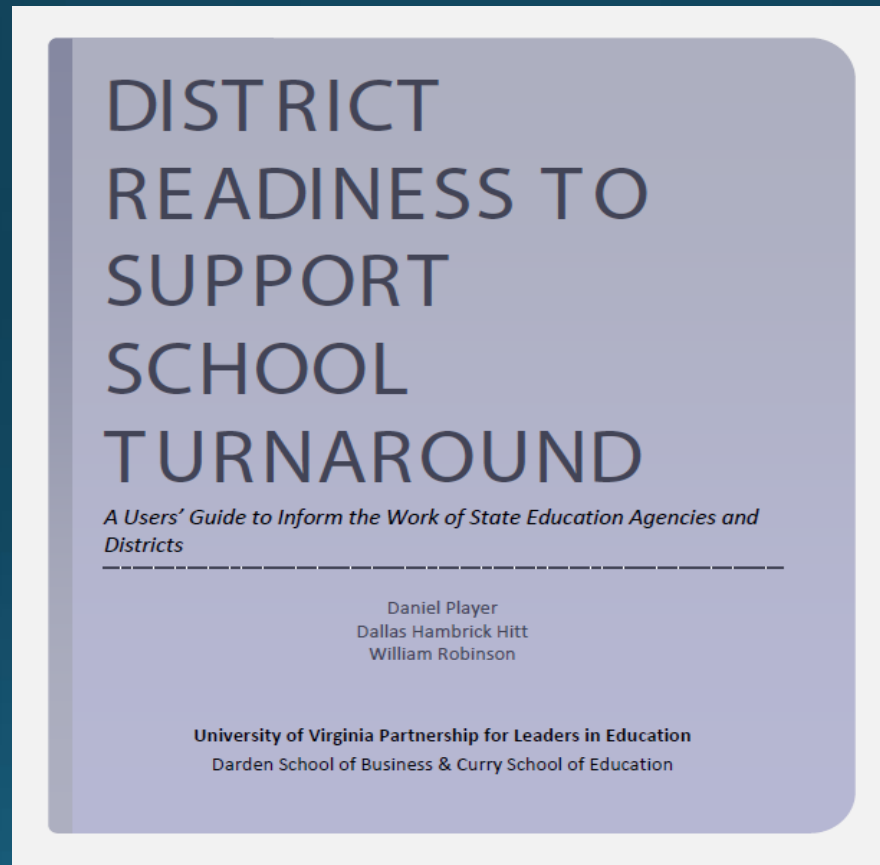
Essential LEA Levers for School Turnaround

❑ Leadership

❑ Differentiated support and accountability

❑ Conditions for effective talent management

❑ Effective instructional infrastructure

L-7: LEA Commitment and Capacity

Capacity Area 1 - District Leadership

The LEA's narrative shall address the following:

- The extent to which it has established and communicated bold goals to reflect its commitment to success and change;

- How it has examined and will modify its policies and practices to support its turnaround agenda;

- Its organizational structure to support turnaround including the staff, titles and the proportion of time in which LEA staff members will be dedicated to addressing the needs of the schools listed on L-4 (clearly delineate which staff will oversee administration of the grant and which will provide direct support to the principal on instruction and student outcomes); and

- Its readiness to align non-SIG resources to support recurring expenses necessary to support sustained turnaround.

L-7: LEA Commitment and Capacity

Capacity Area 2 – Differentiated Support and Accountability

The LEA's narrative shall address the following:

- Its expectations for SIG-funded schools and their principals;

- Interim goals that will be the basis for assessing the school's progress towards meeting annual goals;

- The extent to which the primary LEA liaison (with supervisory authority and an instructional focus) will be present in the school to monitor fulfillment of expectations, to facilitate resolution to barriers that impede goal attainment and to provide on-going feedback to school leaders; and

- Its structure for supporting the principal's authority to drive change including staffing advantages and an efficient mechanism for the removal of ineffective teachers if interventions and support don't yield improved performance.

- How the support and accountability structure for PRESS-funded schools would differ from other schools in the district.

L-7: LEA Commitment and Capacity

Capacity Area 3 – Effective Talent Management

The LEA's narrative shall address the following:

- The competencies it has identified as being essential for teachers and leaders to work in PRESS schools;

- The process for redeploying or hiring personnel (including staffing advantages for SIG-funded schools) to ensure PRESS schools are staffed with teachers and leaders who possess the competencies described by the LEA;

- Its plan for monitoring staff performance in order to identify professional development needs and to offer opportunities for advancement; and

- LEA-sponsored opportunities for turnaround principals to further develop their leadership skills.

L-7: LEA Commitment and Capacity

Capacity Area 4 – Effective Instructional Infrastructure

The LEA's narrative shall address the following:

- Its supports to build teacher capacity in the use of formative and interim assessments to understand students' progress towards learning goals and to inform instructional modifications;

- Its role in promoting a data-driven culture by using data to understand trends and by providing professional development to support its expectation of continuous use of data by school leaders and teachers to address teacher, classroom and individual student performance; and

- The accessibility of student data to teachers and school leaders including the turnaround time for generating diagnostic and interim assessment results.

L-7: LEA Commitment and Capacity

Capacity Area 5 – Management of External Providers

The LEA's narrative shall address the following:

- Its process for selecting providers, including but not limited to, determining providers' expertise, experience and their evidence-based effectiveness in successfully addressing similar needs in comparable LEAs and/or schools.

- Its process for evaluating the effectiveness of services, including but not limited to: in-school presence, sources of data used to evaluate effectiveness, monitoring of records to ensure services are being rendered, as expected, and recording and reporting of progress with the selected provider(s) to ensure that supports are in place and are adjusted according to the school's identified needs.

L-8: LEA Planning Phase Capacity Enhancement Activities

Capacity Enhancement Focus 1 - District Leadership: The LEA will further cultivate its commitment and willingness to implement bold and dramatic change to support school turnaround by doing the following in SY 2016-17:		
Activity	**Person(s) Responsible**	**Implementation Timeline**

School Application

Although there are noted exceptions, the vast majority of the lowest performing schools have not changed course, either because they have received insufficient support or they have tried weak or only piecemeal interventions.

Kowal, J. & Ableidinger, J. (2011)

School Section

- S-1: Cover Page
- S-2: Documentation of Federal Compliance
- S-3: Stakeholder Engagement and Support
- S-4: Needs Assessment Summary
- S-5 (A): Project Summary (Schools Without Prior SIG Funding)
- S-5 (B): Project Summary (Former SIG Schools)
- S-5 (C): Project Summary (Optional for Rural LEAs)
- S-6: Year 1 Activity Plan

S-3: Stakeholder Engagement and Support

Consultation With Stakeholders							
Date	Format of Consultation (general meeting, focus group, survey, etc.)	District Staff	School Administrators	School Staff	Families/ Community	Students	Summary of Discussion/Feedback

S-3: Stakeholder Engagement and Support

Family and Community Input			
Describe the process used to gather and consider family and community input in identifying school improvement needs and in selecting the intervention.			
Stakeholder Group	Major Feedback Received	Feedback Incorporated Into Plan	Rationale for Feedback Not Incorporated into Plan
Family			
Community			
Family and Community Involvement in SIG Implementation			
If awarded a SIG, describe how the family and community will be involved in model implementation on an on-going basis.			

S-4: Needs Assessment Summary

Effective Instruction/Effective Use of Time/Curriculum, Assessment and Intervention

Data Summary

Descriptive Narrative

SIG Intervention Models

- Turnaround
- Transformation
- Closure
- Restart
- Evidence-Based, Whole-school Reform Model
- Early Learning Model

S-5 (A): Project Summary

Model Selection

Name of Selected Model:
How does the selected intervention address the findings of the needs assessment?
If the LEA selected an evidence-based, whole school reform strategy, provide evidence of its effectiveness in a sample population or setting similar to the population or setting of the school.
If the LEA selected an evidence-based, whole school reform strategy, describe how the LEA will partner with a whole school reform developer, as described in the SIG requirements.
If the LEA selected the restart model, describe the rigorous review process, as described in the final requirements, for selecting a charter school operator, charter management organization (CMO) or education management organization (EMO).

S-5 (A): Project Summary

Implementation Summary

Required Activity See Appendix C for each model's list of required activities.	Year 2: 2017-2018 Full Implementation	Year 3: 2018-2019 Full Implementation	Year 4: 2019-2020 Full Implementation	Year 5: 2020-2021 Sustainability Year

S-5 (B): Project Summary

Outcomes From Prior SIG Interventions			
Metric	Baseline Year (Spring _____)	Year 3 (Spring _____)	Spring 2014
NJASK LAL Proficiency (grades 3-5)			
NJASK LAL Proficiency (grades 6-8)			
HSPA LAL Proficiency (grade 11)			
NJASK Math Proficiency (grades 3-5)			
NJASK Math Proficiency (grades 6-8)			
HSPA Math Proficiency (grade 11)			
Student Attendance Rate			
Teacher Attendance Rate			
Discipline			
Chronic Absenteeism			
Dropout Rate (High School (HS) Only)			
Advanced Coursework (HS Only)			
Provide a brief explanation for the outcomes reported above. Specifically highlight practices that led to positive outcomes and challenges that contributed to less than favorable outcomes.			
List the SIG interventions that were sustained following the end of grant funding.			

S-5 (B): Project Summary

State of New Jersey
Department of Education

Model Selection	
Name of Former SIG Model:	Name of Selected Model:
How does the selected intervention address the findings of the needs assessment and lessons learned from prior experience in implementing a SIG model?	
If the LEA selected an evidence-based, whole school reform strategy, provide evidence of its effectiveness in a sample population or setting similar to the population or setting of the school.	
If the LEA selected an evidence-based, whole school reform strategy, describe how the LEA will partner with a whole school reform developer, as described in the SIG requirements.	
If the LEA selected the restart model, describe the rigorous review process, as described in the final requirements, for selecting a charter school operator, charter management organization (CMO) or education management organization (EMO).	

S-5 (B): Project Summary

Implementation Summary

Required Activity See Appendix C for each model's list of required activities.	Year 2: 2017-2018 Full Implementation	Year 3: 2018-2019 Full Implementation	Year 4: 2019-2020 Full Implementation	Year 5: 2020-2021 Sustainability Year

Describe how the above plan builds on the school's prior SIG implementation experience.

S-5 (C): Project Summary

Turnaround/Transformation Element Modification Option for Rural LEAs
List the original turnaround or transformation element the LEA is choosing to modify.
Describe the LEA's modification to the turnaround or transformation element.
Describe how the modification meets the intent and purpose of the original element.

S-6: Year 1 Activity Plan

School Leadership and Staffing/Effective Instruction/Effective Use of Time/Curriculum, Assessment and Intervention		
Action Step	**Person(s) Responsible**	**Timeline for Completion**

Describe how the above activity plan supports full implementation of the selected model by 2017-18.

Budget Section

- B-1: Budget Narrative
- B-2: Multi-Year Budget Proposal
- B-3: Non-SIG Funds Aligned to Support Turnaround
- Excel Workbook (Version 9/1/16)

B-1: Budget Narrative

Provide a brief description of the link between the requested resources on the SIG Budget Detail pages and the Year 1 school turnaround plan and goals.

Personnel (100-100 & 200-100)

Purchased Services (100-300 & 200-300)

Supplies and Materials (100-600 & 200-600)

Equipment (400-731 & 400-732)

Other Costs (100-500, 200-500, 100-800, 200-800, 200-580)

Describe the criteria used by the LEA to determine which activities would be funded by SIG vs non-SIG funds.

Provide a list of the programs that will be eliminated due to their ineffectiveness and any revenue that will be reallocated to support the turnaround initiative.

B-2: Multi-Year Budget Proposal

Budget Line	Activity	2016-17 Planning Year	2017-18 Full Implementation	2018-19 Full Implementation	2019-20 Full Implementation	2020-21 SIG-Funded Sustainability Activities	2021-22 Non-SIG Sustainability Activities
Instruction							
100-100							
100-300							
100-500							
100-600							
100-800							
Subtotal - Instruction							
Support Services							
200-100							
200-200							
200-300							
200-400							
200-500							
200-580							
200-600							
200-800							
Subtotal – Support Services							
Equipment							
400-731							
400-732							
Subtotal - Equipment							
TOTAL							

B-3: NonSIG Funds Aligned to Support Turnaround

Budget Line	Activity	Funding Source (Local, State, etc.)	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4	2020-21 Year 5
Instruction							
100-100							
100-300							
100-500							
100-600							
100-800							
Support Services							
200-100							
200-200							
200-300							
200-400							
200-500							
200-580							
200-600							
200-800							
Equipment							
400-731							
400-732							

PRESS Budget Workbook

Reporting and Data Analysis

How will we *assess success?*

- ✓ Performance Management Framework
- ✓ Quarterly Data Reviews
- ✓ Analysis of SIG Leading Indicators

Reporting and Data Analysis

Quarterly Data Reviews

To begin in the first full year of implementation

- On-site school visits by SIG team
  - examination of critical data points
- Data sources to be reviewed include:
  - SIP implementation status and progress toward SMART goals
  - Attendance and discipline data
  - Formative assessment results
  - Budget expenditures

Reporting and Data Analysis

Analysis of SIG Leading Indicators

- Number of minutes within the school year
- Student participation rate on state assessments by student subgroup in reading/language arts and mathematics
- Number and percentage of students completing advance course work
- Dropout rate
- Distribution of teachers by performance level on LEA's teacher evaluation system
- ***Student attendance rate***
- ***Chronic absenteeism rate***
- ***Discipline incidents, including office conduct referrals***
- ***Teacher attendance rate***

Renewal

LEAs must submit a continuation application

- Beginning with the conclusion of the Year 1 planning year, and
- Each year thereafter.

Renewal at the conclusion of year 1 planning phase will be based on:

- Successful completion of LEA capacity-enhancement activities and preparatory tasks for each school
- Accomplishment of performance benchmarks staggered throughout planning year

Renewal

Planning year benchmarks will include:

- Selection of principal who is true turnaround leader
- Long-term plan for extended learning time
  - Established structure of schedule
  - Evidence of agreement with appropriate union(s)
  - Funding plan beyond grant period to ensure sustainability
- Positive reports from external partner on district engagement and capacity building to effectively support schools
- Evidence of a robust assessment plan

Subsequent approval for continuation based on:

- LEA- and school-level outcomes
- Defined benchmarks

Timelines

Short term

Activity	Date
Technical Assistance Session for Applicants	September 22, 2016
Application Due Date	November 3, 2016
Grant Reader Panel Reviews	November 2016
Notification of Eligibility for Awards	November 28, 2016
Pre-Contract Review	December 2016
Grant Award Notices Released	December 2016
Start of Project Period (Planning Phase)	January 1, 2017

Timelines

Longer term

- **Fiscal Year 2017 (Planning Phase):** January 1, 2017 to August 31, 2017
- **Fiscal Year 2018 (Full Implementation):** September 1, 2017 to August 31, 2018
- **Fiscal Year 2019 (Full Implementation):** September 1, 2018 to August 31, 2019
- **Fiscal Year 2020 (Full Implementation):** September 1, 2019 to August 31, 2020
- **Fiscal Year 2021 (Sustainability Year):** September 1, 2020 to August 31, 2021

Timelines

Fiscal Reporting Requirements
Submitted via EWEG to the Office of Grants Management

Report	Reporting Period	Due Date
1st Interim	January 1, 2017 – February 29, 2017	March 31, 2017
2nd Interim	January 1, 2017 – May 31, 2017	June 30, 2017
Final	January 1, 2017 – August 31, 2017	October 31, 2017

Application Submission

Please note:

We cannot accept applications submitted later than
4pm on Thursday, November 3, 2016
NJDOE guidelines provide no flexibility, and extensions are not possible.

Mailing Address	**Courier Service Address**
Application Control Center New Jersey Department of Education 100 River View Plaza P.O. Box 500 Trenton, NJ 08625-0500	Application Control Center New Jersey Department of Education 100 River View Plaza Trenton, NJ 08625

Questions?

Final Thoughts

Successful applications will demonstrate an unwavering commitment *to:*
(1) improving student achievement
(2) enhancing district capacity to support *continuous improvement in schools*

Together we will:
- *build a* supportive network
- *tackle some of the most persistent issues in K-12 public education and create innovative solutions*
- *work together to produce* proof points *and* redefine what is possible *in New Jersey's persistently low-achieving public schools*

Before applying, please think critically about whether the available models are the right fit for your school(s)
- *While plans are customized for each school, School Improvement Grant funds come with strict requirements and significant restrictions based on Federal guidelines*

Thank you for joining us today!