



Illinois State Board of Education

100 North First Street – Springfield, Illinois 62777-0001
www.isbe.net

Jesse H. Ruiz
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State Superintendent of Education

May 2, 2011

TO: Illinois FY 2011 School Improvement Grants Under Section 1003(g) Grantees

FROM: Monique M. Chism, Ph.D.
Division Administrator, Innovation and Improvement

SUBJECT: **FY 2011 School Improvement Grant – Section 1003(g)
Continuing Application – Year Two**

GENERAL INFORMATION

Eligible Applicants: Local educational agencies (LEA) and the Tier I and Tier II schools that were awarded FY 2011 School Improvement Grants (SIG) under section 1003(g) of the ESEA and ARRA for the FY 2011 academic school year may be eligible for two additional, one-year periods of funding subject to sufficient federal funding for the program, progress toward meeting defined school goals, progress toward leading indicators, and effective implementation of the selected intervention model.

Continuing Grant Award: The amount of the grant award is based on the LEA's approved proposal for the awarded individual schools. In October 2010, the LEA projected the amount that would be needed to accomplish its goals for year one (FY 2011), year two (FY 2012) and year three (FY 2013). The grant award for each of the LEA's SIG funded schools may not exceed what was projected for year two in the FY 2011 final SIG 1003(g) grant award.

Continuing Grant Periods: The year two grant period may begin no sooner than July 1, 2011, and will extend from the execution date of the grant agreement until June 30, 2012 (FY 2012). One additional year of funding for FY 2013 (July 1, 2012 to June 30, 2013) will be based on sufficient appropriation for the program and satisfactory progress in the preceding grant period (year two).

Continuing Application Deadline: Mail the original proposal, three (3) paper copies, and one (1) compact disc (CD) containing an electronic PDF or Microsoft Word® files to the address below to ensure receipt no later than 4:00 p.m. on **Friday, June 10, 2011**.

Martha Woelfle
School Improvement Grants
Illinois State Board of Education
Division of Innovation and Improvement, N-242
100 North First Street
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Continuing applications may also be hand-delivered to the following locations:

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

Webinars: ISBE staff will provide technical assistance to support the FY 2011 SIG 1003(g) LEAs and Individual Schools with the completion of the continuing applications.

Continuing Application Technical Assistance Webinar: FY 2011 SIG 1003(g) project representatives are invited to join an informational webinar related to the FY 2011 SIG 1003(g) Continuing Application on **Friday, May 6, from 9:00 to 10:30 a.m.** Registration information is available at <https://www1.gotomeeting.com/register/900733697>.

In addition, the Innovation and Improvement Division strongly encourages representatives of the LEA and the funded individual schools to review the webinars that are posted on the ISBE website and to participate in a follow-up webinar by the Funding and Disbursements Division that will occur on **Thursday, May 5**.

1. Budget Webinar:

The FY 2012 SIG 1003(g) Budget Development Webinar that was conducted on February 23, 2011, applies directly to the FY 2011 SIG 1003(g) Continuing Application. This webinar provides detailed information related to the development of SIG 1003(g) LEA and individual school budgets.

The webinar audio can be downloaded at http://www.isbe.net/sos/htmls/sip_1003.htm. The Power Point is also available at http://www.isbe.net/sos/ppt/SIG_budget_dev_webinar022311.pdf.

ISBE Budget Reimbursement Revisions for FY 2012:

ISBE is required to revise its policies and procedures for distribution and expenditure reports for entities receiving federal funds. Updates on the new reimbursement process for FY 2012 are available at http://www.isbe.net/funding/html/reimb_policy_change.htm.

A follow-up webinar by the Funding and Disbursements Division is scheduled for Thursday, May 5, 2011, from 2:00 to 3:00 p.m. to update the details of the FY 2012 Federal reimbursement process. A question and answer session will follow. You may register at <https://www1.gotomeeting.com/register/982072824>.

Contact Person: For more information on school improvement grants and the continuing application, contact Martha Woelfle (Marti) at 217-524-4832 or mwoelfle@isbe.net.

FY 2011 School Improvement Grant Under Section 1003(g) Continuing Application

Background and Program Specifications

School Improvement Grants (SIG), as authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and under section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA), are made available from ED to state education agencies (SEAs) to provide subgrants to local education agencies (LEAs) for use in Title I schools and Title I eligible secondary schools identified for improvement, corrective action, or restructuring.

The American Recovery and Reinvestment Act CFDA (Code of Federal Domestic Assistance) number for the ARRA SIG is 84.388A, and the Award Number is S388A090014. The School Improvement Grant 1003(g) CFDA number for the ESEA SIG is 84.377A, and the award number is S377A090014. Grants funded under 84.388A are funds made available through the ARRA and thus will be subject to additional reporting requirements.

The SIG 1003(g) requirements for each intervention model and program expectations are defined in the U.S. Department of Education *Guidance on Fiscal Year 2012 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Act of 1965* (February 23, 2011) at <http://www2.ed.gov/programs/sif/sifguidance02232011.pdf>.

ISBE awarded the FY 2011 SIG 1003(g) grants per the Final Requirements published in the [Federal Register](#) to LEAs which demonstrated the greatest need for school improvement funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to make adequate yearly progress and exit improvement status.

The FY 2011 SIG 1003(g) Continuing Application is to reflect the progress made during year one of implementation (FY 2011) and the proposed activities and strategies for year two of the project (FY 2012). The year two continuation period will be from July 1, 2011 to June 30, 2012.

Overview of SIG 1003(g) Continuing Application for LEA and Individual Schools

The LEA's FY 2011 SIG 1003(g) Continuing Application requires submission of an **LEA Continuing Application** and **Individual School Continuing Application for each FY 2011 SIG 1003(g) funded school**.

Each component of the LEA and Individual Schools' Continuing Applications must provide the requested detail and descriptions to ensure the requirements defined in the Federal Register, the *Guidance on Fiscal Year 2012 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Act of 1965* (February 23, 2011), and *the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures (Updated June 2010)* are addressed.

The ISBE FY 2011 SIG 1003(g) Continuing Application and required forms are available for downloading at the ISBE SIG 1003(g) website at http://www.isbe.net/sos/htmls/sip_1003.htm.

Directions and Sequence for Assembling the SIG 1003(g) Continuing Application

The FY 2011 SIG 1003(g) Continuing Application includes the following components with requested detail. The completed Continuing Application is to be assembled and submitted in the order presented.

Section I: LEA Year Two Continuing Application (one application set)

1. **Attachment 1: LEA Year Two Continuing Application Cover Page** must be signed by the district superintendent or official authorized to submit the continuing application on behalf of the LEA and the president of the school board.

LEA Narrative:

2. **Attachment 2: LEA Year One Progress Report**

Briefly describe the LEA's FY 2011 SIG 1003(g) progress toward implementation of its ISBE approved proposed reform strategy in year one (FY 2011) of the SIG 1003(g) school improvement efforts. Include evidence of progress toward achieving the defined LEA goals and individual schools' strategies, the leading indicators, and effective implementation of the selected intervention model. Highlight the structural and programmatic changes that occurred in year one as well as challenges and successes. What was not accomplished and what is the plan to address these expectations? Incorporate in the narrative, evidence that the SIG funds were used to provide adequate resources to each of the SIG funded schools in order to raise substantially the achievement of the students.

3. **Attachment 3: LEA Year Two Continuation Plan**

Based on the LEA's progress and each individual school's progress toward achieving the LEA's goals, briefly describe the LEA's plan for year two (FY 2012) that will build on existing practices to ensure successful implementation of the selected intervention model for each Tier I or Tier II school being served by the SIG 1003(g) grant. Describe any proposed revisions to the ISBE approved SIG 1003(g) LEA plan based on evidence and data from year one (FY 2011).

4. **Attachment 4: Annual Improvement Goals and Objectives (Year One Progress Report & Year Two)**

This format of this attachment provides for both a progress report on the LEA's Annual Improvement Goal and Objectives for year one and an update that will establish the LEA's Annual Improvement Goal and Objectives for year two.

For each LEA SIG 1003(g) annual improvement goal submitted in the approved FY 2011 SIG 1003(g) plan, provide a progress report and indicate if the goal is to continue into year two (Y2). If a new LEA goal has been determined for year two (Y2), provide the objective, objective number, measurable outcome(s), and the evidence of improvement or progress that will be required.

For each annual improvement goal provide the aligned objectives (column 2). For each objective, provide the identified measureable outcome that aligns with the selected objective/intervention (column 3). Provide the evidence of improvement or progress the LEA established to facilitate monitoring of the objective by the LEA and schools (column 4). Briefly describe the progress achieved in year one on each objective (column 5), and indicate the level of achievement/progress made during year one using the following scale.

- (3) High level of achievement
- (2) Moderate level of achievement
- (1) Initial level of implementation
- (0) No evidence at this time

LEA Budget:

The grant award total may not exceed what was projected for year two in the FY 2011 final SIG 1003(g) grant award for each of the LEA's SIG 1003(g) funded schools.

These are federal funds authorized under section 1003(g) of Title I and ARRA and all requests must meet these federal guidelines.

The expenditure requests must align with the LEA's SIG 1003(g) Continuation Plan and annual goals and objectives for year two and meet the requirements defined by the [Federal Guidance](#) and the FY 2011 SIG 1003(g) RFP that is posted at http://www.isbe.net/sos/pdf/sip_1003g_rfp11.pdf.

To ensure submission of approvable budgets, the budget documents and expenditure requests must be in alignment with the *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Use pages 24-27 to determine the appropriate function and object numbers for each listed item.

In addition, review the Innovation and Improvement Division Budget Webinar that was conducted on February 23, 2011 at http://www.isbe.net/sos/htmls/sip_1003.htm. The webinar audio and Power Point are available for downloading at the ISBE SIG home page website.

5. **Attachment 5: LEA Comprehensive Budget - Year Two Continuing.** This budget combines the costs for both the LEA budget and all proposed school budgets for year two activities. The grant award total may not exceed what was projected for year two in the FY 2011 final SIG 1003(g) grant award for each of the LEA's SIG 1003(g) funded schools.
6. **Attachment 5A: LEA Budget – Year Two Continuing.** This budget page identifies the LEA Budget for the LEA/district level anticipated project costs for year two implementation activities.
7. **Attachment 5B: LEA Detailed Budget Summary Breakdown – Year Two Continuing.** Budget information must provide sufficient detail for each function and object total listed on the LEA Budget. For example: the detail should include the item, the number of items, cost per item, and projected total for the items. (See the SIG 1003(g) Budget Webinar for specifics.)

LEA Certifications and Assurances

8. **LEA Certifications and Assurances (Attachments 6-11C):** The LEA is required to submit one set of the following certifications and assurances. These must be signed by the official legally authorized to submit the continuing application and to bind the LEA to its contents.

Attachment 6: Program Specific Terms and Agreements for Tier I and Tier II schools.

Attachment 7: Certifications and Assurances and Standard Terms of the Grant.

Attachment 8: Certifications and Assurances for the American Recovery and Reinvestment Act of 2009.

Attachment 9: General Education Provisions Act (GEPA).

Attachment 10: Certifications Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion.

Attachment 11: Certificate Regarding Lobbying.

Attachment 11 A, B, C: Disclosure of Lobbying Activities.

Section II: Individual School Continuing Application

(one for each funded school and submitted in the following order)

9. **Attachment 12: Individual School Cover Page – Continuing Application Year Two**
Include the contact information that is available at the time of submission. If the Lead Partner is projected to remain the same for the school, include the current contact information. If the LEA has not yet determined the Lead Partner for year two of the SIG 1003(g) project, indicate this by stating *Not Available at this Time* in the Name of the Lead Partner cell. Updates to the Individual School's Continuing Application will be required once the Lead Partner is determined and before the budget can be approved.
10. **Attachment 13: Individual School FY 2011 School Data: Context & ED Data**
Provide data addressing the SIG leading indicators and metrics required for progress reporting by the U.S. Department of Education (ED). The data set is to include the 2010 baseline data and FY 2011 data as available on April 30, 2011. This data set includes the identification of the local assessment data that are being used to progress monitor students' academic achievement in reading/language arts and mathematics. The final FY 2011 SIG 1003(g) project data will be compiled following release of the 2011 ISAT and PSAT data and the LEA's final FY 2011 School Context and ED Data will be due on September 30, 2011. See Continuing Application, **Appendix A** for ED School Data definitions.
11. **Attachment 14: Individual School Progress Report: Self-Assessment – Key Requirements**
This component is a self-assessment of the individual school's progress with the implementation of the SIG 1003(g) key requirements as defined by Federal Guidance and included in the Conditions for Funding that was submitted by the LEA on October 1, 2010. Briefly describe the school's response for each requirement, including challenges and successes in year one and the SIG 1003(g) plan for year two.
12. **Attachment 15: Individual School Strategies Year One Progress Report and Year Two**
The format of this attachment provides for both a progress report on the Individual School Strategies for year one and an update that aligns the strategies with the LEA's annual improvement goal and objectives for year two.

Identify the school-level strategies that were implemented in the individual school based on the LEA goals and objectives for improving student achievement. The strategies must be SMART. For each strategy, complete the following. Identify the specific LEA goal and objective the strategies align to and list each strategy in column 2. In column 1, identify if the specific strategy is for year one (Y1) and will continue into year two or if the strategy has been developed for year two (Y2). Provide the evidence of improvement that aligns to the strategy in column 3 and briefly describe the year one progress achieved in column 4. In column 5, indicate the level of achievement/progress that was made during year one of the SIG 1003(g) program using the following scale:

- (3) High level of achievement
- (2) Moderate level of achievement
- (1) Initial level of implementation
- (0) No evidence at this time

Individual School Budget:

The grant award total may not exceed what was projected for year two in the FY 2011 final SIG 1003(g) grant award for the LEA's SIG 1003(g) funded school.

These are federal funds authorized under section 1003(g) of Title I and ARRA and all requests must meet these federal guidelines.

The expenditure requests must align with the individual school strategies and the LEA's annual goals and objectives for year two, the school's planned implementation as defined in the Self-Assessment of the SIG 1003(g) Key Requirements, and meet the requirements defined by the [Federal Guidance](#) and the FY 2011 SIG 1003(g) RFP that is posted at http://www.isbe.net/sos/pdf/sip_1003g_rfp11.pdf.

To ensure submission of approvable budgets, the budget documents and expenditure requests must be in alignment with the *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Use pages 24-27 to determine the appropriate function and object numbers for each listed item.

13. **Attachment 16: Individual School Budget – Year 2: Continuing.** This budget page identifies the individual school expenditures for the school level anticipated project costs for year two implementation activities. This includes the Lead Partner costs.
14. **Attachment 16A: Individual School Detailed Budget Summary Breakdown – Year 2: Continuing.** Budget information must provide sufficient detail for each function and object total listed on the Individual School Budget. For example: the detail should include the item, the number of items, cost per item, and projected total for the items. (See the SIG 1003(g) Budget Webinar for specifics.)
15. **Appendix A: Lead Partner MOU – Year Two & Cost Summary.** For each of the LEA's SIG 1003(g) schools, an ISBE-approved Lead Partner must be determined, MOU developed, and both the MOU and the cost summary submitted before ISBE will be able to approve the LEA's and individual school's year two budgets and grant agreement.

At the time of submission on June 10, 2011, the LEA may not have confirmed or completed negotiations with the Lead Partner(s). Once the LEA determines the Lead Partner for each funded school, sections of the LEA Continuing Application and Individual School's Continuing Application that need to be revised to reflect the role and associated costs of the Lead Partner must be resubmitted. At that time, ISBE will be able to process both the LEA and Individual School(s) Continuing Application for year two and forward the grant agreement for signature.

Appendix A
SIG 1003(g) 2011-2013 ED Data Collection Requirements

The following data request will apply to Year 1: 2010-2011, Year 2: 2011-2012, and Year 3: 2012-2013.

The LEA will be required to report these data annually for each of the individual school's SIG 1003(g) funded year. It is also expected that the LEA and school are monitoring these data on a regular basis, including individual student progress monitoring and the implementation of the intervention model.

Metric #	Data Group Name	Definition
School Data		
1	Intervention Used	USDE Required: Turnaround, Restart, Closure , Transformation (If Closure is the selected intervention – this is the only metric which must be provided for Year 1.)
2	AYP status	
3	Which AYP targets the school met and missed	
4	School improvement status	
5	Number of minutes	<p>The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.</p> <p>What constitutes “all students had the opportunity to participate?” All students had the opportunity to participate if there was no selection process for the activity. For example, an afterschool program available only to a subset of students in the school, such as those who are failing a course, would not be included.</p> <p>What is the reporting period? Regular school year; however, if summer session is part of implementing the restart, transformation, or turnaround model, then the reporting period is regular school year plus summer session.</p> <p>How are school year minutes calculated? School year minutes are the total of all full school days and half school days and any increased learning time provided to all students in the school.</p> <p>Is “increased learning time” included in the calculation of school year minutes? Yes, the number of minutes reporting indicator includes the total number of minutes within the school year, including the minutes added due to the increased learning time. To satisfy the increased learning time, a before- or after-school or weekend instructional program must be available to all students in the school.</p> <p>Are minutes from an activity that was not available to all students included? No. Minutes are included only when the activity was available to all students.</p> <p><u>Example:</u></p> <ul style="list-style-type: none"> ➤ The regular school year for the school included 176 full school days and four half school days that all students were required to attend. ➤ The school is in an LEA where a full day is 380 minutes and a half day is 195 minutes. ➤ The school also provided 80 days of additional learning time for which all students had the opportunity to participate. ➤ The additional learning time lasted 90 minutes per day. ➤ The total minutes would be 76,620, calculated as follows: <ul style="list-style-type: none"> - 176 days multiplied by 390 minutes = 68,640 minutes; - 4 days multiplied by 195 minutes = 780 minutes; - 80 days multiplied by 90 minutes = 7,200 minutes; - Total = 76,620 minutes (68,640 + 780 + 7,200)
5b	The types of increased learning time provided	(Only for those implementing restart, transformation, or turnaround) Longer school year Longer school day Before or after school Summer school Weekend school Other

Student Outcome/Academic Progress Data

6	Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced) by grade and by student group	
7	Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	
8	Average scale scores on state assessments in reading/language arts and in mathematics by grade, for the "all students" group, for each achievement quartile, and for each subgroup	
9	Percentage of limited English proficient students who attain English language proficiency	Percentage of limited English proficiency students who attain English Language proficiency on the annual state English language proficiency assessment (ACCESS).
10	Graduation rate	
11	Dropout rate	
12	Student attendance rate	<p>The number of school days during the regular school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended during the regular school year.</p> <p>What if a state maintains its student attendance date below the level of days, e.g., hours or minutes? The attendance rate can be calculated using hours or minutes instead of days.</p> <p>Should dropouts be included in the student attendance rate? Yes. These students should be included in the calculations of the attendance rate based on their attendance and enrollment in the school.</p> <p>What is the reporting period? Regular school year to May 30, 2011. The final school SIG data report will be filed in September 2011.</p>

Student Outcome/Academic Progress Data

<p>13</p>	<p>Number and percentage of students completing advanced coursework (e.g., AP/IB and/or dual enrollment classes) <i>(Includes three new data groups)</i></p>	<ul style="list-style-type: none"> The number of students who completed advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics). [Percentage completing advanced coursework with numerator = # of students who completed advanced coursework and denominator = # of students in membership on October 1 in high school grades.] The number of high school students who completed at least one class in a postsecondary institution. <i>[Percentage completing dual enrollment coursework with numerator = # of students who completed dual coursework and denominator = # of students in membership on October 1 in high school grades.]</i> The number of students who completed advance coursework AND complete at least one class in a postsecondary institution. [Percentage completing advanced coursework and dual enrollment coursework with numerator = # of students who completed advanced coursework and dual coursework and denominator = # of students in membership on October 1 in high school grades.] <p>Definitions</p> <p>Advanced coursework ... student receives credit in accordance with state and local requirements.</p> <ul style="list-style-type: none"> Advanced Mathematics: trigonometry, analytic geometry, math analysis, probability and statistics, pre-calculus, calculus. Advanced Placement (AP): sponsored by the College Board and high school students earn college credit and advanced college placement. International Baccalaureate: Sponsored by the International Baccalaureate Organization. IB Diploma Programme includes prescribed coursework and is normally taught over two years. <p>Dual Enrollment ... Coursework counts for high school and college credit.</p> <p>Which students are to be reported? Include only students in grades 9, 10, 11 or 12.</p> <p>What is the reporting period? Regular school year; however, if a course completed during summer, then the reporting period is regular school year plus summer session.</p> <p>What if a student takes more than one advanced coursework class? A student should only be reported once if he or she completed more than one advanced course. This is consistent with the fact that the relevant counts for this reporting metric are the number and percentage of students completing advanced coursework, not the number of courses completed.</p>
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<p>14</p>	<p>College enrollment rates</p>	
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Student Connection and School Climate

<p>15</p>	<p>Discipline incidents</p>	
<p>16</p>	<p>Truants</p>	

Talent

<p>17</p>	<p>Distribution of teachers by performance level on LEA's teacher evaluation system</p>	
<p>18</p>	<p>Teacher attendance rate</p>	<p>The number of full time equivalent (FTE) days teachers worked divided by the maximum number of FTE-teacher working days.</p> <p>A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.</p> <p>Are part-time teachers included? Yes. This rate is based on FTE. The denominator of the rate would be the FTE for the part-time teachers.</p> <p>How is the teacher attendance rate calculated? The teacher attendance rate is the number of full time equivalent (FTE) days teachers worked divided by the maximum number of FTE-teacher working days.</p>