

School Improvement Grant (SIG) Funding Alignment

What are School Improvement Grants (SIG)?

In conjunction with Title I funds for school improvement, SIG funds are used to improve student achievement in Title I schools identified for improvement, corrective action, or restructuring so as to enable those schools to make adequate yearly progress (AYP) and exit improvement status. A Local Educational Agency's (LEA's) total SIG grant may not be less than \$50,000 or more than \$200,000 per year for each school it commits to serve.

How is SIG funding distributed?

States must submit a State plan for approval from the U.S. Department of Education to support **Tier I:** Title I schools in improvement, corrective action, or restructuring, **Tier II:** secondary schools that are eligible for, but do not receive Title I, Part A funds, and **Tier III:** schools that are eligible for Title I, Part A funds and have not made AYP for at least two years or are in the lowest quintile of performance and is not in Tier I or Tier II categories. The State must identify the lowest-achieving 5% of schools based on proficiency and any high school that has had a graduation rate below 60% over a number of years and is not captured within the lowest 5%.

How can SIG funding be used?

LEAs receiving SIG must assure that it will implement fully and effectively one of the following interventions:

- **Turnaround model** - replace the principal, rehire no more than 50% of the staff, give the new principal the autonomy, provide job-embedded professional development, use data to identify and implement research-based programs aligned to state standards, promote the continuous use of data to differentiate instruction, and implement strategies that increase learning time.
- **Restart model** - convert a school or close and reopen a school under a charter school operator, a charter management organization, or an education management organization.
- **School closure** - close a school and enroll students in other schools in the LEA.
- **Transformation model** - develop and increase teacher and leader effectiveness, provide job-embedded professional development, implement strategies for educator promotion and career growth, implement research-based programs, promote continuous use of data to differentiate instruction, implement response-to-intervention models, improve the transition from middle to high school, increase graduation rates, establish early-warning systems, increase learning time, and other related strategies.

What ScholarCentric solutions can be part of a SIG program?

ScholarCentric's middle and high school materials, technology, and services align well with SIG funding in the following categories: implement research-based assessments and curriculum, provide job-embedded professional development, use data to differentiate instruction, establish early-warning systems, adopt response-to-intervention models, improve the transition from middle to high school, increase graduation rates, and extend learning time.



- **Success Highways™** develops the critical resiliency skills that are scientifically linked to middle and high school students' academic success. Students with greater resiliency are more intrinsically motivated to do well in school and have greater attendance, behavior, and coursework (ABCs) than their peers. Using *Success Highways* early-warning assessments, educators can learn why students have academic difficulty or success. With *Success Highways* research-based curriculum and capacity-building professional development, teachers can assure that all students gain or maintain the ability to academically succeed.



- **Resiliency Leaders consulting and professional development services** help educators create comprehensive learning environments where students' cognitive and affective needs are met. Working with one or all of ScholarCentric's transformation experts, districts or schools can create professional learning communities geared towards students' academic success.