

Implementation Grant Application for 1003(a) SCHOOL IMPROVEMENT FUNDS

Submit completed application electronically to Brittnay Bailey (brittnay.bailey@alaska.gov) by March 16, 2020. The Alaska Department of Education & Early Development (DEED) strongly encourages districts to submit the application as **soon as possible** to expedite planning and implementation.

DESCRIPTIVE INFORMATION

To be eligible for 1003(a) school improvement funds, districts must apply on behalf of schools that are identified as a Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) School by the Alaska Department of Education and Early Development. Follow this link for [designated/eligible schools](#).

CONTEXT FOR THE GRANT

In September, 2019, Alaska schools were designated for 1) *Comprehensive Support and Improvement* due to graduation rate (*CSI(Grad Rate)*), 2) *Comprehensive Support and Improvement* due to an index value in the lowest 5 percent of schools (*CSI(5%)*), and 3) *Targeted Support and Improvement* due to subgroup performance (*TSI*).

This school improvement planning & implementation grant is available to those same designated schools for implementing interventions that strengthen instructional opportunities of students, with special attention to the reasons/indicators that led to CSI or TSI designation. Implementation grant funds are designed to be used to implement evidence-based-interventions as identified in each school's improvement plan. This school improvement plan is managed in the online planning tool Alaska STEPP, or an alternative improvement planning tool approved by DEED.

Included in the support and oversight of CSI and TSI schools, each school will locally develop a support and improvement plan for the school to improve student outcomes which:

- Is informed by accountability indicators (i.e. the reason for designation),
- Is based on a school-level needs assessment,
- Includes evidence-based-interventions, and
- Is developed in partnership with stakeholders (including principals and other school leaders, secondary students, teachers, parents and community members, tribal representatives, etc.)

Upon submission of this Implementation Grant application and DEED/District approval of each updated local school improvement plan, designated schools can use awarded funds to continue to implement the interventions identified in the school improvement plan that will directly impact student outcomes.

ELIGIBLE APPLICANTS

The district can apply for implementation funds for each school designated as CSI 5%, CSI Graduation Rate, or TSI to implement activities that support the actions of a local school improvement plan that target and support a positive change towards exiting school designation.

Each designated school is eligible for the following funds:

School Designation	Grant Award Amount
CSI 5%	Up to \$60,000
CSI Graduation Rate	Up to \$35,000
TSI	Up to \$35,000

This grant is intended to implement selected elements of each school's improvement plan. Funded elements must be reflected in each school's plan and linked to one of the domains and indicators of the Indicators of Effective Schools Rubric.

APPLICATION TIMELINE

Date	Grant Activity
September 30, 2019	School designations announced
Nov. – Dec. 2019	Early submission of a partial application to fund planning/stakeholder outreach/staff collaboration, etc. (recommended to be no more than 25% of grant total.)
March 16, 2020	School Improvement Plan submitted to DEED/District
March 16, 2020	DUE DATE for this application for school improvement funds
Approval – June 30, 2021	Grant window for using grant funds

INSTRUCTIONS

To apply for these 1003(a) school improvement funds, for use during FY19 and into FY20, districts **must**:

1. Ensure completion, by each eligible school, of the ***student intervention/cost table*** on page four of this document.
2. Complete the program ***budget / narrative forms (xlsx)*** (education.alaska.gov/forms/Grants/05-07-071.xlsx) for the aggregated district grant total, and submit with signed activities/cost table(s).

3. Ensure the *school improvement plan* for each eligible school, reflects the proposed and funded actions with a dollar amount and actions associated with each objective.
4. Complete/update, and submit the School Improvement Plan in AK STEPP (consisting of the Needs Assessment document, signed AK STEPP FY20 Assurance, and completed indicators as appropriate) or another approved school improvement plan format.

DUE BY Monday, March 16, 2020

Intervention Activity/Cost Table

Student Intervention Activity / Cost Table (fillable form)

Implementation Grant, 1003(a) School Improvement Funds – CSI and TSI Designated Schools, 2020-2021

District: Yukon Koyukuk School District School: Raven Homeschool

Activities that support successful implementation of evidence-based interventions contained in the school improvement plan and designed to impact student performance, identified needs, and the reasons for school designation.

Indicator # (Alaska Effective Schools Rubric)	Provide a <u>simple</u> summary of the intervention to be funded and the activities to implement it successfully. (Detail should be included in the improvement plan.)	Estimated Cost
	Salary <ul style="list-style-type: none"> Extended hours beyond contract 	5,000
	Brightways Student Database Enhancement <ul style="list-style-type: none"> Identify and build at-risk indicators in Brightways Learning Management System Create graduation plan in Online Learning Management System Develop flagging levels within Brightways Create/build at-risk reporting ILP logging & notification system 	10,000
	Materials & Supplies <ul style="list-style-type: none"> Materials, and Supplies for Workshops/Seminars – hosted by Counselors for At Risk Students Host quarterly senior meetings 	3,050
	Hotel & Travel for Counselors and Raven Leadership <ul style="list-style-type: none"> Graduation Planning/Extended Audit – Transcript review – to outline on track requirements Workshops/Trainings/Conferences Site Based Graduation Meetings – 1 per quarter per site September In-Service focused on graduation planning 	15,000
	(Calculated as a percent of the total grant award based upon the District's established indirect rate) Indirect Costs:	5.9%
	Total:	34,999.95

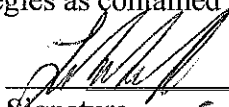
By signing below, the district and school are agreeing to use these funds to fully implement interventions and improvement strategies as contained within the above table and the school's Improvement Plan.

Luke Meinert

Principal Name

Chane Beam

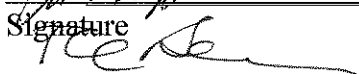
Superintendent or Designee



Signature

Mar 16, 2020

Date



Mar 16, 2020

Date

Appendix A – Evidence-Based Interventions (EBI)

ESSA Framework for EBIs

(The following excerpt is taken from US Department of Education’s Non-Regulatory Guidance: Using Evidence to Strengthen Investments, page 4-5.)

SELECT RELEVANT, EVIDENCE-BASED INTERVENTIONS

Once needs have been identified, SEAs, LEAs, schools, and other stakeholders will determine the interventions that will best serve their needs. By using rigorous and relevant evidence and assessing the local capacity to implement the intervention (e.g., funding, staff, staff skills, stakeholder support), SEAs and LEAs are more likely to implement interventions successfully. Those concepts are briefly discussed below (also see Part II of this guidance for more information on evidence-based interventions):

- While ESEA requires “at least one study” on an intervention to provide strong evidence, moderate evidence, or promising evidence, SEAs, LEAs, and other stakeholders should consider the entire body of relevant evidence.
- Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective. When strong evidence or moderate evidence is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.
- The relevance of the evidence – specifically the setting (e.g., elementary school) and/or population (e.g., students with disabilities, English Learners) of the evidence – may predict how well an evidence-based intervention will work in a local context (for more information, also see Part II and endnotes). SEAs and LEAs should look for interventions supported by strong evidence or moderate evidence in a similar setting and/or population to the ones being served. The What Works Clearinghouse™(WWC) uses rigorous standards to review evidence of effectiveness on a wide range of interventions and also summarizes the settings and populations in the studies.
- Local capacity also helps predict the success of an intervention, so the available funding, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention. SEAs can work with individual and/or groups of LEAs to improve their capacity to implement evidence-based interventions.

Some questions to consider about using evidence:

- Are there any interventions supported by strong evidence or moderate evidence?
- What do the majority of studies on this intervention find? Does the intervention have positive and statistically significant effects on important student or other relevant outcomes, or are there null, negative, or not statistically significant findings?
- Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English Learners)?
- If strong evidence or moderate evidence is not available, is there promising evidence?
- Does the intervention demonstrate a rationale that suggests it may work (e.g., it is represented in a logic model supported by research)?
- How can the success of the intervention be measured?

Some questions to consider about local capacity:

- What resources are required to implement this intervention?
- Will the potential impact of this intervention justify the costs, or are there more cost-effective interventions that will accomplish the same outcomes?
- What is the local capacity to implement this intervention? Are there available funds? Do staff have the needed skills? Is there buy-in for the intervention?
- How does this intervention fit into larger strategic goals and other existing efforts?
- How will this intervention be sustained over time?

Resources for Exploring EBIs

The following websites can be useful in finding evidence-based educational interventions and exploring interventions that have been successful in addressing identified needs. These sites use varying criteria for determining which interventions are supported by evidence, and distinguish between randomized controlled trials and other types of supporting evidence.

- [Doing What Works](#) by the US Department of Education
- [Intervention Central](#)
- [RTI Action Network](#) by the National Center for Learning Disabilities
- [National Center for Positive Behavior Interventions and Supports](#)
- [National Center on Response to Intervention](#)
- [What Works Clearinghouse](#) by the USDOE Institute of Education Sciences
- [Social Programs That Work](#) by the Coalition for Evidence-Based Policy
- [Practical Intervention in the Schools Series](#) Book Series
- [Results First Clearinghouse Database](#) by Pew Charitable Trusts as rated by eight national databases
- [Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#) by the Every Student Graduates Center at Johns Hopkins University

Establishing Local Evidence of Effectiveness

As noted in the guidance document quoted above, “Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.” Policy makers in Alaska have a strong interest to develop an evidence base of successful interventions most appropriate to the context and needs of Alaska’s schools. DEED and statewide stakeholders will be working over the next few years to document the rationale and conduct research on successful interventions used within the state.

To that end, upon submission and review of each implementation grant application, each designated school will complete a *Building Alaska’s own Evidence-Based-Interventions worksheet* (see Appendix B) for at least one intervention being proposed for funding. This analysis will ask each designated school to document 1) a clear explanation of the local need identified for action, 2) the existing evidence base for the intervention to be funded that will address the need, 3) a description of the actions that will be taken to implement the intervention, and 4) the metrics being used to measure outcomes related to the chosen intervention including baseline data, expected results, and the timeline for achieving those results.

This *Building Alaska’s own Evidence-Based-Interventions worksheet* is being piloted with this first award of ESSA funds. Recipients should expect additional training, technical assistance, and emphasis on evidence-based interventions and outcome evaluation as Alaska’s ESSA Plan is implemented and school designations develop.

Appendix B – Building Alaska’s own Evidence-Based-Interventions - January, 2020

Each CSI and TSI school receiving school improvement plan implementation funds will complete the following analysis for at least one of their funded interventions.

District: Yukon Koyukuk School District School: Raven Homeschool

What is the intervention being implemented?

Raven Homeschool will establish indicators within the on-line management system (Brightways) for identifying and tracking at risk students, which will be monitored bi-monthly. The indicators will identify students who are not on track for graduating with their cohort based on grade, age, GPA, and credits.

Raven will implement Phases 1-III.

Phase I – Initial Phase, identify students designated as seniors (12th grade and 12+)

Phase II – Identify and focus on 11th graders

Phase III – Identify and focus on 10th – 12th grade

Each phase will provide interventions, meetings, and heightened level of student support.

- 1) Clearly explain the challenge or need being addressed by the intervention identified above. Please share any quantitative and/or qualitative data used to diagnose the need.

School Success Plan Data by Deed

Raven’s graduation rate for the 18-19 school year was 51.09% for Four year and 50.27% for Five year per the School’s Success Plan provided by DEED.

Alaska School Report Card

Data from the 18-19 Alaska School Report Card reflected 47% of all students identified as 12th graders graduated, while 6% of students enrolled dropped out. Females were more likely to graduate than males, as 38% of males graduated opposed to 58% of females in 2018-19 school year. Race played a significant factor when determining Raven graduation status, 24% of Alaskan Native students graduated and 33% of students with 2 or more races.

Raven Data

Currently for 19-20, Raven has 328 students identifying as seniors, 100 are 12+, while 41 will age out by the end of the school year.

The greatest potential for identifying probable at-risk students is data analysis. Data gathered and considered during new enrollment and re-enrollment will enable Raven to identify at-risk students early enough to create a plan for success.

Raven’s focus to build at-risk indicators, develop flagging levels, and create an at-risk reporting system will allow teachers and counselors to proactively identify students who are potentially at-risk. Early identification will allow students to have access to interventions, support, and graduation tracking.

- 2) What evidence exists that establishes the impact of the intervention? Note any nationally normed intervention impact studies as well as any regional or local data indicating positive impact.

An established body of research links graduation failure and drop out to increases in crime and poverty and decreases in quality of life, physical and mental health, and earning potential. Student dropout is a significant concern throughout America at both the high school and college level due to numerous factors. Research indicates the identification of At-Risk students is crucial to reduce the dropout rate. Reducing the dropout rates will improve graduation rates, especially if at-risk students are identified early. Early identification will allow interventions and resources to be provided timely to assist At-Risk students.

1. Preventing Drop Out in Secondary Schools
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf
2. National Education Association – Drop Out Prevention
<http://www.nea.org/home/DropoutPrevention.html>
3. Student Drop Out: Risk Factors, Prevention, and Effective Strategies
<https://files.eric.ed.gov/fulltext/ED587683.pdf>
4. Book - Narrowing the Achievement Gap - *Perspectives and Strategies for Challenging Times*
Edited by Thomas B. Timar and Julie Maxwell-Joll

- 3) Describe the actions that will be taken in the next year to implement the intervention to success.

Raven will implement action steps that will be divided into Phases (I-III) to focus on targeting specific at-risk grade groups.

Phase 1:

- Raven will enhance the student management system, Brightways, by completing the following.
 - Build At-Risk Indicators within the student management system
 - Assign each high school student a co-hort year
 - Update notification system
- Raven will collaborate with Brightways to construct reports focused on tracking At-Risk students based on grade, age, credits, and GPA.
- Raven will identify 12 and 12+ At-Risk students and begin monthly monitoring. Monitoring will be a collective effort by administrators, counselors, and teachers.
- Raven will create and implement a contract between at-risk families and the school outlining the frequency and intensity of communication efforts and supports.

- Raven will schedule quarterly meetings and contact At-Risk seniors monthly regarding graduation requirements, post-secondary goals, and credits needed/obtained for graduating.
- Raven will schedule an initial graduation meeting with Juniors to provide graduation requirements and track graduation status.
- Staff Professional Development – outlining the implementation of the indicators, At-Risk reporting, Brightways notification system feature, and supports provided to At-Risk students.

Phase II:

- Raven will identify 11th grade re-enrolls, specifically students who are not on track for graduating.
- Raven will continue to monitor the At-Risk indicators in Brightways and modify as needed.
- Raven will create a graduation plan and establish tiered resources that will be shared with At-Risk students.

Phase III:

- Raven will expand its focus on identifying and supporting At-Risk students in 10th – 12th grade.
- Raven will develop flagging levels (similar to RTI) and create protocols/processes that align with each level.
- Raven will continue to monitor and modify At-Risk indicators as needed.

- 4) What metrics/indicators will be used to measure the success and outcomes related to the intervention? Include the specific indicator being measured, pre-intervention (or current) baseline levels, and expected levels that would demonstrate successful outcomes.

Indicators and metrics used for determining success/outcomes

- Total number of students identified as at-risk compared to total expected graduates
- Total number of students identified as at-risk compared to the total who graduate within their co-hort.
- Percentage of students identified at each tier and timeline for graduating

To be considered after implementation:

- 5) Were the outcome goals and target metrics accomplished for the intervention?
- 6) What would be done differently if implementing again? What aspects of the implementation of this intervention were vital for its success?

