

Charter School Innovative Student Improvement Program Grant (ISIP) Appropriation Request

ISIP is a grant program which allows schools to apply for funding to implement, or enhance, an innovative program which the school has reason to believe will directly translate into student improvement. The intent of the program is to empower schools, in a manner most meaningful to the school, to develop innovative solutions to their own unique needs by providing money to the schools directly.

Based on the success of a two-year ISIP pilot program using surplus carry-over funds that are no longer available, SCSB seeks to expand the ISIP program to other charter schools while keeping individual grants relatively small. Grants will be awarded to individual schools according to (1) the strength of their vision for the use of grant money and their preparation to implement the grants, and (2) the school's demonstrated ability to track and analyze the results of the grant, and willingness to allow the SCSB and District or State officials to review and analyze the results for the purpose of determining whether the innovation would be useful in other Charter or District schools.

Budget: SCSB seeks \$200,000 in ongoing funding, to be awarded by SCSB to qualifying charter schools. Money will be awarded to schools by a committee including experts in innovative education practices and finance. All charter schools in the state will be eligible, regardless of authorizer. The maximum grant per school will be \$100,000. The SCSB will announce the availability of the grant award for FY2020 (with implementation by SY2021) by December 30, 2019, with an application deadline approximately six weeks later, and awards announced no later than 30 days after the application due date.

Performance Measurement: SCSB intends the ISIP grants to promote effective innovation in the Charter School sector, and to share the results of the grants with other Charter and District Schools. Successful results would be shared with neighboring District offices, with the Utah State Board of Education, and through the ULEAD program in the USBE.

Success will be determined by (1) measurable improvements in student learning or engagement, judged against the criteria set forth in each school's application, and (2) the sharing and analysis of data for use by other Charter or District schools.

Background of Innovative Student Improvement Program (ISIP)

In fall of 2016, the SCSB created the ISIP using carry-forward funds from SCSB's general operation budget, which was repeated in FY2017 and FY2019. Schools could request up to \$100,000. To receive the funds, schools had to agree to collect and share with the SCSB their student outcome data on the effectiveness of the innovative program. In the first two rounds of the ISIP grant, the SCSB awarded \$417,874 to nine schools. As of January 30, 2019, the FY2019 ISIP applications have been received, but the grants have not yet been awarded. Almost \$800,000 was requested in this latest round. The SCSB does not anticipate future carry over funds sufficient

to continue to support the grant, because it has hired additional staff members to better support schools and administer the SCSB Oversight Model of notices, warnings, probations, and attendant mentoring.

The SCSB found great success with this grant and identified four key takeaways:

1. Grassroots seed money is critical for school innovation.

Each school identified its own gaps and was best positioned to fill those gaps with interesting programs. Proposed programs were diverse, as no two schools' needs were the same. Each application included pre-grant data supporting the reason behind the program and explained in detail how the school believed this grant money could help them meet identified student needs.

2. ISIP allowed for nimble, low risk innovations.

Programs were intended to be able to be adjusted from year to year or eliminated if the program did not yield desired outcomes, as is the case with the Literacy Composition Foundations class at AMES. Since the dollar amounts were low and implementation times were short, schools could adjust based on the outcome data.

3. Several innovations provided suggestions for replication or adaptation, but not all innovations needed to be scalable.

Many of the innovative programs were successful. The data on implantation and student outcomes can provide valuable information to other schools; however, in analyzing how schools chose and implemented the innovative program, the SCSB found that many of the programs may not have the same impact if scaled or required of other schools. The programs were selected and designed to meet specific needs and gaps unique to each school. It appears that the strength of ISIP may not be in the specific innovative programs, but in allowing schools to create small, tailored programs specific to their needs.

4. Schools are good stewards of money, generating positive results and usable data with minimal cost.

With just slightly more than \$400,000 allocated for ISIP during 2016 and 2017, the SCSB only expected to be able to provide funds for four programs, but was able to fund nine. Although a school could request up to \$100,000, no school requested more than what was needed to administer the program requested. Administrative costs were minimal to non-existent. Each group submitted financial and data reports as required, and allocated funds within the parameters allotted under the grant.

Innovative Student Improvement Program Awards

School	Award	Innovative Program	Preliminary Data	Plan Based on Results
Promontory School of Expeditionary Learning	\$100,000	Outdoor Expeditionary Learning Space and pollination garden designed by students.	37% increase in student engagement; 16% increase in student performance	Continuing to enhance the outdoor learning and student led activities
American Preparatory Academy – two West Valley campuses	\$62,072	Violins, material, and assessments to start a program, providing Suzuki Violin classes starting in kindergarten.	Are tracking students' progress through 3rd grade	Applying for a CCLC Grant to fund the final year of the program
Itineris Early College High School	\$85,000	Technology and Design career development program for marginalized young adults.	Nationally ranked as a STEM program; 10% gained employment in the tech industry as a direct result of the program	50 students enrolled for 2018-2019
Salt Lake Arts Academy	\$48,822	Enhance their fine arts program by improving the common/black box integrated arts space to allow students to improvise, collaborate, and workshop ideas.	State assessment data remain high, but stayed level	Will continue to support arts integration school wide
Noah Webster Academy	\$6,000	1 st – 6 th grade teams provided \$1000 each to purchase hands-on science materials in Edivate science videos.	45% increase on 2018 SAGE beginning of year to end of year; 17% increase from SY17	Improve fidelity in implementation across all teams
City Academy	\$24,623	Fully Implement Cambridge International Examinations.	62% had same or higher GPA from 3rd to 4th quarters, compared to 55% in the past; ACT increased from 17.7 in 2017 to 18.9 in 2018	Mapping is complete, will continue to implement
Academy for Math, Engineering, and Science (AMES)	\$12,777	Offer a Literacy Composition Foundations class for lowest performing 9th & 10th grade students with an 8:1 student: teacher ratio.	29% increased a proficiency level 43% remained the same 29% decreased a level	Discontinued class for 2018-2019 school year
Bear River Charter School	\$42,5000	Arts integrated and hands-on learning in afternoon kindergarten to supplement direct instruction in the morning.	100% growth in literacy on KEEP	Will continue afternoon supplemental instruction
Hawthorn Academy – two campuses	\$36,080	Software to allow 6th grade math and science teachers conduct cross-curriculum simulations.	20% increase in student engagement; gains in ELA and science; depth of knowledge levels increased	Continue with program with adjustments to math instruction