Office of School Turnaround (OST) Monitoring Plan for School Improvement Grant (SIG) October 1, 2013 to September 30, 2014

October 1, 2013

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I. INTRODUCTION

Monitoring the implementation of Federal programs and the use of Federal program funds is an essential function of the U. S. Department of Education (ED). This document, designed for the 2013-2014 school year, describes the purpose, rationale, and process used by the Office of School Turnaround (OST) in monitoring the use of Title I, section 1003(g) School Improvement Grant (SIG) funds by State Educational Agencies (SEAs) which are interchangeably referred to as "SEAs" or "States" throughout this document. As in previous years, the monitoring plan will be reviewed and revised periodically to reflect lessons learned and programmatic clarification.

School Improvement Grants (SIG) authorized under section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, provides grants to SEAs that States use to make competitive sub-grants to local educational agencies (LEAs) that demonstrate the greatest need and the strongest commitment to raise substantially the achievement of students in their lowest-performing schools. Turning around persistently low achieving schools is a major ED priority.

The SIG program provides unprecedented resources for turning around our nation's persistently low achieving schools emphasizing changes in school governance, structure, human capital and teaching practices. For 2009, $3.5 billion was appropriated or available to States for SIG; $545 million was provided for FY 2010; $535 million for FY 2011; and $534 million for FY 2012.

Under the final requirements published in the *Federal Register* in October 2010, SIG funds are to be focused on each State's "Tier I," "Tier II," and "Tier III" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring; Title I secondary schools in improvement, corrective, or restructuring with graduation rates below 60 percent over a number of years; and if a State so chooses certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools).

Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for but do not receive, Title I, Part A funds; secondary schools that are eligible for but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years; and if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low- achieving as the State's other Tier II schools ("newly eligible" Tier II schools).

Tier III schools are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools).

In any Tier I and Tier II schools an LEA chooses to serve using SIG funds, the LEA must implement one of the four school intervention models: turnaround, restart, school closure, or transformation models. However, Tier III schools are not required to implement one of four school intervention models.

A. Definition and Purpose of Monitoring

Monitoring is the regular and systematic examination of a State's administration and implementation of a Federal education grant, contract, or cooperative agreement administered by ED. Monitoring the use of Federal funds has long been an essential function of ED. ED monitors programs under the general administrative authority of the U. S. Department of Education Organization Act. Section 80.40(e) of Education Department General Administrative Regulations (EDGAR) also permits ED to make site visits as warranted by program needs.

Monitoring of SIG programs by OST is necessary to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Monitoring assesses the extent to which States provide leadership and guidance for LEAs and schools in implementing policies and procedures that comply with the statutes and regulations of Title I, section 1003(g). ED through the OST intends to identify areas where additional technical assistance may be needed by and can be provided to the SEA and LEAs.

Monitoring formalizes the integral relationship between ED and the States and emphasizes, first and foremost, accountability for using resources wisely in educating and preparing our nation's students. As a result of monitoring, ED is able to gather data about State and local needs and use that data to design technical assistance initiatives and national leadership activities. Thus, monitoring serves not only as a means for helping States achieve high-quality implementation of SIG, it also helps ED to be a better advisor and partner with States in that effort. OST's monitoring activities are designed to focus on the results of States' efforts to implement the final requirements of the School Improvement Grants under Title I section 1003(g) of the ESEA using available resources and the flexibility provisions available to States and LEAs. Data from State monitoring also informs the programs' performance indicators under the Government Performance Results Act (GPRA).

ED policy requires every program office overseeing discretionary or formula grant programs to prepare a monitoring plan for each of its programs. The monitoring process will include risk-based analysis and target areas of identified need, coordinated with technical assistance.

B. Monitoring and the Strategic Plan

The Education Department's 2007-2012 *Strategic Plan*[1] focuses on performance and outlines specific objectives, performance measures and targets in a coordinated effort to achieve measurable results for students. Regular monitoring of States' administration of Federal programs contributes to the accomplishment of the objectives and strategies outlined in the plan. It also supports the core principles of the ESEA as ED helps States leverage the law to improve academic performance for all students.

II. MONITORING INDICATORS

The content of monitoring is based on States' responsibilities to provide guidance and support to LEAs and schools based on the requirements of the ESEA. Monitoring States' implementation of programs

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[1] The Department of Education's Strategic Plan 2007 – 2012 is available at
www.ed.gov/about/reports/strat/ plan2007-12/2007-plan.pdf

administered by OST means closely examining State policies, systems, and procedures to ensure LEA and school compliance with statutes and regulations.

ED uses monitoring indicators to determine the fidelity and quality of implementation of Federal programs and activities administered by SEAs. The use of such criteria ensures a consistent application of these standards across monitoring teams and across States. Monitoring SIG programs has expanded our focus on the work States, school districts and schools are undertaking to turn around the nation's persistently lowest-achieving schools. SIG monitoring reviews provide an opportunity to observe the intent and purpose of school improvement and school reform efforts. The published indicators provide guidance for all States regarding the purpose and intended outcomes of monitoring by describing what is being monitored and providing the criteria for assessing the quality of implementation (acceptable evidence). The SIG monitoring procedures and protocols (for on-site monitoring as well as desk monitoring) will concentrate on the following indicator areas: application process, technical assistance, monitoring process, fiscal responsibilities, data collection, and implementation. Please note that the indicators are written broadly to cover all the requirements of each topic. Examples of documentation and evidence that States and LEAs can provide to show compliance with these regulations are also listed for each indicator.

A copy of the monitoring protocol is attached. The questions are organized first by indicator and then by each monitoring activity (i.e. SEA interview, LEA interview, school leadership team interview, teachers interview, parents interview, and students interview).

III. THE MONITORING PROCESS

Monitoring States' implementation of programs provides an opportunity to examine how States have instituted policies, systems, and procedures to ensure LEA and school compliance with the statute and regulations. Monitoring serves many purposes:

- ☐ Formalizes the shared responsibility of ED and the States to improve student achievement and close the achievement gap in order to have all students reach proficiency.
- ☐ Provides a vehicle for OST's legal responsibility to monitor the implementation of Title I, section 1003(g).
- ☐ Ensures that States and school districts provide critical information to parents that enable them to be full partners in their children's education.
- ☐ Provides data that inform technical assistance that supports States' and school districts' efforts to improve teaching and learning.
- ☐ Provides data to inform ED's policy and national leadership activities.

SIG monitoring, in particular, provides the opportunity to assess early and ongoing implementation efforts and to identify areas where States and LEAs need additional assistance to support effective implementation of turnaround efforts in schools.

A. Description of the Monitoring Process

The monitoring plan involves onsite and desk reviews that help SEAs build capacity to improve student achievement and ensure program compliance. The States to be monitored during this cycle were selected

on the basis of risk analysis designed to help ED focus resources to the greatest advantage and better accomplish programmatic goals.

As the monitoring process is a 'snapshot' of State implementation, approval of corrective actions required as a result of a monitoring activity are specific to compliance issues cited in monitoring reports and do not address emerging issues. Monitoring outside of the scheduled cycle may be arranged as needed if a State has serious or chronic compliance problems or has unresolved issues identified during either desk monitoring or the onsite monitoring process.

1. **Preparation for Monitoring**

Prior to desk monitoring or an onsite monitoring visit, ED staff will request that the SEA submit specific documentation about eight weeks prior to scheduled onsite review. This information will assist the monitoring team members by providing background and context. A thorough analysis of relevant documents is crucial to conducting an effective and efficient monitoring review. Analysis of documents helps team members identify important issues and develop questions before the visit, ensuring focused and productive onsite interviews.

2. **Desk Monitoring**

During desk monitoring, OST staff will review additional documents available or may request additional documentation for review. Additionally OST staff will interview SEA staff and leadership staff responsible for SIG from two LEAs who have received SIG awards. These interviews will be conducted via tele-conference or video-conferencing as prearranged by OST staff. The full desk monitoring review protocol can be found in Appendix I

The desk monitoring will include the following:

LEA interview. The OST team will conduct two LEA interviews consisting of a single group interview with each LEA staff responsible for SIG implementation and oversight. Each LEA interview will be conducted separately. The LEA should ensure that all individuals who are needed in order to address questions are present for the conference call or video conference for the interview. This should include the individual responsible for the SIG program as well as other aspects of the SIG program relating to the application process, budget oversight, data collection, monitoring, technical assistance, and implementation of the SIG interventions. SEA staff should be present during the interviews with the LEAs.

SEA Interview. The OST team will conduct a single, group interview with the SEA on the SIG program. SEA staff that are responsible for the SIG program and can address the guiding interview questions should be present on the conference call or video conference for the interview. This should include the Federal Programs Director, Title I Director, State Turnaround Director or the individual responsible for administration of the SEA's SIG program as well as others that are responsible for the SIG application, budget oversight, data collection, monitoring, technical assistance, and implementation of the SIG program.

3. Onsite Monitoring

During an onsite monitoring, ED staff will review additional documentation and will interview SEA and LEA staff, principals, teachers, parents, and other stakeholders. This multi-level interview strategy will allow the monitors to gather information from a variety of perspectives and better evaluate the impact of the State's administration on the implementation of the specific SIG model programs at the LEA and school levels. This strategy will also allow the monitoring team to conduct a thorough review of the indicators, and acquire a comprehensive picture of the degree of program implementation across the State. A description of the SIG onsite monitoring review process can be found in Appendix II. Here is an example of a typical onsite SIG monitoring visit.

Day 1: School #1 Site Visit	Day 2: LEA #1 Interview	Day 3: School # 2 Site Visit	Day 4: LEA #2 Interview	Day 5: SEA Interview
• School Leadership Team Interview • Teacher Interview • Parent Interview • Guided Classroom Observations with Conversation with Students	• Interview with LEA staff responsible for SIG	• School Leadership Team Interview • Teacher Interview • Parent Interview • Guided Classroom Observations with Conversation with Students	• Interview with LEA staff responsible for SIG	• Interview with SEA staff responsible for SIG

An overview of each of the interviews or site visits is provided below:

SEA Interview. The OST team will conduct a single, group interview with the SEA on the SIG program that will take approximately three to four hours. SEA staff that are responsible for the SIG program and can address the guiding interview questions should be present for the interview. This should include the Federal Programs or Title I Director, and may also include individuals from a State Turnaround Office or those responsible for the SIG application, budget, data collection, or implementation.

LEA Interview. The OST team will visit two LEAs. For each LEA, the team will conduct a single, group interview with LEA staff responsible for SIG implementation that will take approximately three hours. The LEA should ensure that individuals who can address the guiding interview questions are present for the interview. This should include the individual responsible for Federal or Title I programs, and may include other individuals responsible for aspects of the SIG program relating to the application, the budget, data collection, and implementation of the school model.

School Site Visit. The OST team will also conduct site visits to a school in the LEA receiving SIG funds to implement a school intervention model. During this visit, the OST team will meet with the school's SIG leadership team, teachers, parents, and students, as well as visit several classrooms. **The**

LEA does not participate in the school site visit. A sample schedule for the school site visit is also included below.

Leadership Team Interview. The OST team collectively interviews the members of the school's leadership team. In particular, this should include the principal and any individuals who have been responsible for the decision-making process with regards to planning and implementing the intervention model. For schools that are implementing the restart model, a representative from the CMO or EMO that is serving the SIG school to be visited as part of monitoring should be present.

Teacher Group Interview. The OST team interviews a group of 3-5 pre-selected teachers. The group should include the following: (1) at least one teacher from a grade and subject that is tested through statewide assessments; (2) at least one returning teacher; and (3) at least one new teacher for schools implementing the turnaround model.

Parent Group Interviews. The OST team interviews a pre-selected group of 8-10 parents of students currently enrolled in the school. The group should include at least one parent of a student who was enrolled at the school the previous year. Parent interviews may be scheduled during lunch, after school or in the evening to ensure high levels of participation.

Classroom Observations & Student Interviews. A member of the school leadership team provides a tour of the school and classrooms. The tour provides an opportunity to see aspects of the implementation of various components of the school intervention models (e.g. efforts to improve school culture, data usage, instructional programs/strategies, increased learning time, use of professional development strategies, etc.). In addition, fifteen minutes should be set aside in one of the classes for the OST team to interview the entire class of students.

Sample School Site Visit Schedule. During its school site visit, the OST team would like to get an accurate picture of a typical day in the school and aims to be minimally disruptive to the schedules of school staff and the learning of students. A sample schedule is provided below. While the entrance conference and leadership team interview should be scheduled first so that the OST team can gain context for its later interviews, the order of the classroom observations and student interviews; teacher interviews, and parent interviews remains flexible.

Sample School Visit Schedule

8:00-8:30	Entrance Meeting
8:30-10:30	Leadership Team Interview
10:30-11:30	Classroom Observations & Student Interviews
11:30-12:30	Parent Interviews over Lunch
12:30-1:30	Monitoring Team Lunch
1:30- 2:15	Teacher Interviews
2:15- 2:45	Wrap Up with School Administration

B. Monitoring Team

A team of two to four OST staff members (which may include trained consultants) will be assigned to conduct the desk monitoring or the onsite monitoring visit.

C. Exit Conference

The Exit Conference for SIG will be held the week following the desk monitoring or onsite monitoring visit and will be conducted by conference call. For on onsite monitoring visits a short closing conference will likely be held following the SEA interview to allow for brief remarks by the monitoring team and any closing questions from the SEA. Typically, during the exit conference the monitoring team including the OST Program Officer for the State monitored, will discuss with officials from the SEA potential areas of concerns and/or recommendations that the team may cite in the monitoring report. The team will summarize the week's activities, the potential areas of concern, and timelines for developing the monitoring report. The team will also be available to respond to any questions posed by the SEA (both related to process and content). The Program Officer will emphasize that the information presented at the exit conference is preliminary, and explain that during the development of the monitoring report, the team will continue to review data and contact the SEA for additional information, as required.

IV. MONITORING REVIEW PROTOCOL

A copy of the monitoring protocol is attached. The questions are organized first by indicator and then by each monitoring activity (i.e. SEA interview, LEA interview, school leadership team interview, teachers interview, parents interview, and students interview).

Monitoring Indicators for School Improvement Grant
APPLICATION PROCESS

I.	**APPLICATION PROCESS: The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]**

Guiding Questions	Acceptable Evidence
A. _SEA-Level Questions_ • Describe generally your process for developing and submitting the State's SIG application to ED.	**A. _SEA-Level Evidence_** • SEA describes and gives background on its application process
• What was your process for developing your definition of "persistently lowest-achieving schools"?	• SEA describes its process for developing its PLA definition
• Describe generally your process for running the LEA competition.	• SEA describes and gives background on its process for running the LEA competition
• How did the SEA notify LEAs about the SIG application process? • What information did the SEA provide LEAs about the application process?	• Letters, emails, templates, or announcements outlining the SIG application process or soliciting applications from LEAs
• How many LEA/school applications did the SEA receive for each Tier (i.e. Tier I, Tier II, and Tier III)?	• URL indicating where on the SEA's website copies of applications from all LEAs who applied for SIG grants are posted

SEA-Level Questions, Continued

• How did the SEA carry out its LEA application process and review with respect to:
  o Conducting a rigorous review of applications?
  o Determining that LEAs had the capacity to implement the intervention models in selected schools?
  o Determining the amount of funds each LEA would receive?
  o Reviewing LEA budgets for allowable activities?
 	
• Did the SEA make any modifications in carrying out the LEA competition compared to the plan that the SEA described in its LEA application?
	• SEA provides sample copies of rubrics or feedback provided to LEAs on their SIG application
	
	• SEA describes its process for reviewing LEA applications, with particular attention to its rigor, its method for determining capacity, and its analysis of the LEA's budget
	
	• SEA describes any changes it made from its application to ED when executing the LEA competition

• Did the SEA complete the LEA application approval process consistent within its approved timeline?	• SEA explains timeline and process for approving LEA applications • Dated copies of approval notification letters to LEAs

• How many LEAs/schools did the SEA approve to fund in each Tier?
 	
• Which schools are implementing each of the following models: turnaround, transformation, restart, and closure?
	• URL indicating where on the SEA's website the following is posted:
	  o Name of each LEA awarded grant and schools being served
	  o Amount of grant award over 3 years
	  o Type of intervention being implemented in Tier I and Tier II schools

SEA-Level Questions, Continued

• How has the SEA ensured that an LEA with nine or more Tier I and Tier II schools is not implementing the transformation model in fewer than 50 percent of its Tier I and Tier II schools?	• If the SEA has not met the requirement to post LEA awards on its website, please provide a current list of LEA awards including:
	  ○ Date of grant award, if different from awarding date;
	  ○ Names of schools being served (by LEA), whether the school is Tier I, Tier II or Tier III and models each Tier I and Tier II (and Tier III if appropriate) school is implementing; and
	  ○ Amount awarded for each LEA and school over three years.

• Did the SEA post the required information on its website:
  ○ The State's list of persistently lowest-achieving schools?
  ○ All LEA applications the SEA received (including those not funded) within 30 days of awards being granted or amended applications?
  ○ Summaries of LEA grants including: LEA names and NCES numbers, school names and NCES numbers, and types of interventions implemented in Tier I and Tier II schools?
  ○ The list of schools impacted by an n-size waiver (if applicable)?
  ○ The State's request for a waiver of the 25% carryover requirement if not all of a State's Tier I schools were funded (if applicable)?
	• URL, with date of posting, indicating where each of the following can be found on the SEA website:
	  ○ List of PLAs
	  ○ LEA applications
	  ○ Summaries of LEA grants including: LEA names and NCES numbers, school names and NCES numbers, amount of grant award, and types of interventions implemented in Tier I and Tier II schools
	  ○ List of schools that are excluded from a state's PLA list under the n-size waiver (if applicable)

Monitoring Indicators for School Improvement Grant
APPLICATION PROCESS

SEA-Level Questions, Continued

• Have any LEAs submitted amendments to their application?	• SEA provides copies of amendments submitted by LEAs to SEAs and letters responding to request
• Were there any issues identified in the process of writing the SIG application for ED where the SEA could have used additional technical assistance?	• SEA describes areas of need in writing its SIG application for ED
• Are there aspects of the LEA competition in which the SEA could have used more technical assistance to run a smoother competition and get stronger applications?	• SEA describes areas of need in running its LEA competition

Monitoring Indicators for School Improvement Grant
APPLICATION PROCESS

I.	**APPLICATION PROCESS: The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]**

Guiding Questions	Acceptable Evidence
B. *LEA-Level Questions* • Describe generally your experience, process, and timeline for writing the SIG application.	**B.** *LEA-Level Evidence* • LEA describes its experience and process for writing the SIG application
• What information did the LEA receive from the SEA regarding the submission of its application?	• LEA describes the information/guidance it received regarding the application
• What was the process the LEA used to develop and submit its application?	• LEA describes how it prepared its application including conducting a needs assessment, selecting a model based on its needs assessment, and constructing a budget

• In developing its application, how did the LEA:
    o Conduct a needs assessment?
    o Select a model?
    o Construct its budget?
    o Use disaggregated student data to determine its intervention strategies? For example with regard to LEP students or students with disabilities.
	• Copy of the LEA's needs assessment

• How many schools does the LEA have in each Tier?	• LEA indicates number of schools in each Tier

Monitoring Indicators for School Improvement Grant
APPLICATION PROCESS

• Did the LEA apply to serve all of its Tier I, Tier II, and Tier III schools? • How did the LEA determine that it had the capacity to serve the Tier I and Tier II schools for which it applied for funding?	• LEA describes its process for determining for which schools it applied for SIG funding • LEA describes how it determined its capacity or lack of capacity to serve the Tier I and Tier II schools for which it applied/or did not apply for funding
• How many schools is the LEA serving with SIG funds in each Tier?	• LEA indicates number of schools it is serving with SIG funds
• Did you receive any feedback from the SEA regarding your application? If so, what types of feedback did you receive and how did you address those issues?	• LEA describes feedback received from SEA on application
• Have you made any changes to or submitted any amendments to your LEA application?	• LEA provides copies of amendments submitted to the SEA

II. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	
Guiding Questions	**Acceptable Evidence**
A. *SEA-Level Questions* • Describe generally, what you have seen regarding the implementation of SIG in LEAs across the State.	**A. *SEA-Level Evidence*** • SEA describes its observations regarding implementation in LEAs, with examples of the following SIG model components: o New governance structures within the LEA; o Recruiting and Retain new principals and staff; o Teacher Evaluation Systems; o Extended Time; o Promotion of use of student data o Parent Engagement
• Has the SEA made any organizational changes to support the implementation of the SIG intervention models? For example, reorganization, addition of staff, redefining of duties, creation of new offices?	• SEA describes any organizational changes made to support the implementation of SIG • SEA organizational charts • Current written documentation that assigns or describes duties or responsibilities related to SIG, such as a job description, department memorandum, etc.
• Have there been any changes in the authority of the State to take over schools since your application was submitted to ED?	• SEA describes any changes in the authority of the State to take over schools
• Did the SEA provide any services directly to a school receiving SIG funds, but not take over the school? If so, what services were provided?	• SEA describes any services it is providing to a school

II. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	
Guiding Questions	**Acceptable Evidence**
B. LEA-Level Questions[2] *General Questions for all Intervention Models* • Describe what this school was like before implementing reform efforts as part of the school intervention model. • Describe generally your process for implementing the SIG models at the school level.	**B. LEA-Level Evidence** *Evidence for All Intervention Models* • LEA describes the school prior to SIG and before any reform efforts were implemented • LEA describes its process for implementing the SIG models in its schools
• Has the LEA made any structural changes to support the implementation of the SIG intervention models?	• LEA describes structural changes made, such as reassignment of duties, creation of turnaround offices, addition of staff • Current documentation that describes how the LEA is organized to support/implement SIG, such as organizational charts or job descriptions
• Has the LEA made any contractual changes or agreements with the labor union to ensure full and effective implementation of the intervention models (if applicable)?	• LEA describes contractual changes or agreements, their relationship to SIG, and the timing of the changes • Copies of MOUs
• How has the LEA addressed the following requirements:	• Current documentation that describes the LEA's process and criteria for approving external providers

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[2] Questions on implementation include both general questions that apply to all intervention models and model specific questions that focus on the model components. Some questions about specific model components are asked at the school level rather than the LEA level.

LEA-Level Questions, Continued

- Recruited, screened, and selected external partners, if applicable, to ensure their quality? - Modified its practices or policies, if necessary, to enable its schools to implement interventions fully and effectively?	- Contracts/Agreements the LEA has entered into with external providers - LEA describes how it has modified its policies and practices
Has the LEA established annual goals for student achievement on the State's assessments in both reading/language arts and mathematics for each Tier I and Tier II school that it is serving?	- LEA provides copies of LEA's annual goals for student achievement on the State's assessments in both reading/language arts and mathematics for each Tier I and Tier II school that it is serving - LEA provides any data it may have on progress toward those goals

LEA-Level Questions, Continued

Turnaround Model Specific Questions	Turnaround Model Specific Evidence
• What process did you use to replace the principal? When did this occur?	• LEA describes its process and timeline for replacing the principal
• Was no more than 50 percent of the school's staff from the previous year rehired for this year or within the past two school years as part of a school reform effort?	• List of staff (including hiring dates) who were hired or rehired as part of the turnaround model and those who did not return as part of the turnaround model
• What procedures and processes were used to screen school staff for hiring/rehiring?	• Current written documentation outlining the evaluation criteria and screening processes for hiring new and returning staff • LEA describes its process for screening and rehiring staff
• What procedures and processes has the LEA implemented to recruit, place, and retain staff with the necessary skills to implement the intervention model selected?	• LEA describes its procedures and processes for recruiting, placing and retaining staff with skills necessary to implement the intervention model selected

• What new authority has the principal been given with regards to model implementation? For example, specifically relating to:
  o Staffing?
  o Calendars?
  o Scheduling?
  o Budgeting?
	• LEA describes new authority that the principal has with regards to SIG and specifically staffing, calendars, scheduling, and budgeting

LEA-Level Questions, Continued

• What types of professional development have been provided to support the implementation of school-reform strategies? For example, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching LEP students?	• Documentation of professional development activities for the 2010-2011 school year • LEA memorandum, announcements, or agendas for professional development meetings • Professional Development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction • Documentation, research, or data used to determine the types of professional development to be provided
• What instructional programs or new instructional strategies are being used? What process did the LEA use to identify the instructional programs or strategies being used?	• Current written documentation outlining the LEA's criteria and evaluation process for screening and selecting new instructional programs

LEA-Level Questions, Continued

Transformation Model Specific Questions	*Transformation Model Specific Evidence*
• What process did you use to replace the principal? When did this occur?	• LEA describes its process and timeline for replacing the principal
• What procedures and processes has the LEA implemented to recruit, place, and retain staff with the necessary skills to implement the intervention model selected?	• LEA describes its procedures and processes for recruiting, placing and retaining staff with skills necessary to implement the intervention model selected
	• Job announcements for positions with SIG school
• Where are you in the process of implementing a new teacher evaluation system?	• LEA describes where it is in the process of developing its new staff evaluation system and who is involved
	• LEA memorandum, announcements, or rubrics outlining the evaluation criteria for staff

• What new flexibility has the school been given with regards to model implementation? For example, specifically relating to:
   o Staffing?
   o Calendars?
   o Scheduling?
   o Budgeting?
	• LEA describes new authority it has relating to SIG

LEA-Level Questions, Continued

• What systems of rewards are in place for staff that are having a positive impact on student achievement and graduation rates? What systems of support are in place for staff members who may be struggling?	• Faculty Handbook, memorandum, or staff contract that lays out system of reward for staff who are raising student achievement and remediation and consequences for staff who are not raising student achievement
• What types of professional development are being provided to support the implementation of school reform strategies? For example, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching LEP students?	• Documentation of professional development activities for the 2010-2011 school year • LEA memorandum, announcements, or agendas for professional development meetings • Professional Development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction
• What instructional programs or instructional strategies are being used in schools? What process did the LEA use to identify the instructional programs or strategies being implemented?	• Current written documentation outlining the LEA's criteria and evaluation process for screening and selecting new instructional programs or strategies

LEA-Level Questions, Continued

Restart Model Specific Questions	**Restart Model Specific Evidence**
• What process and timeline was used to screen and select the charter school operator, charter management (CMO), or the education management organization?	• Memorandum, announcements, RFPs, and other documentation outlining the criteria and process for screening and selecting a CMO or EMO
• Has the LEA included terms and provisions to hold the charter school operator, charter management organization, or education management organization accountable in the contract or agreement, for schools implementing the restart model?	• Copy of service agreement/contract with CMO or EMO
• What is the relationship between the LEA and the CMO, EMO, and charter school operator?	
• What is the LEA's current assessment of the CMO, EMO, or charter school operator and their work?	
Closure Model Specific Questions	**Closure Model Specific Evidence**
• Describe generally why you implemented the closure model and how you closed the school	• LEA describes its efforts to close its schools
• Where are students who previously attended the closed school enrolled? How far away are these schools from the school that was closed?	• Schedule for completing the closure process
• How did you ensure that these schools are higher performing than the school which was closed with respect to student achievement data and how was this determined?	• Achievement data for the schools in which students are now enrolled
• How did the LEA support families and students in their transition to the new school?	• Letter to parents, press releases, or announcements providing information on the closure of the school and new school where the student will be enrolled

II. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	
Guiding Questions	**Acceptable Evidence**

C. *School-Level Questions*
   1. *School Leadership Team*
 	
 General Questions for All Intervention Models
 • Describe what this school was like before implementing reform efforts as part of the school intervention models.
 	
 • Describe generally what the plan or vision is for implementing the school intervention models to turn around this school and where you are in the process.
	C. *School-Level Evidence*
	   1. *School Leadership Team*
	
	 General Evidence for All Intervention Models
	 • School describes the school prior to the implementation of the SIG model and shares data from the school's needs assessment
	
	 • School describes its efforts to implement its particular model in response to the school's needs assessment
	
	 • Implementation timeline submitted as part of the LEA's approved SIG application
	
	 • School describes any reform efforts that were previously in place
	
	 • School describes any changes made to its implementation timeline

Turnaround Model Specific Questions	*Turnaround Model Specific Evidence*

• *Questions specifically for the principal*
  o How long have you been principal at this school?
  o Have you been given any new authority with regards to the implementation of your school reform effort? For example with regards to staffing, calendars, scheduling, budgeting?
	• Principal provides timeframe of hiring
	
	• Principal describes new authority been granted

• Was no more than 50 percent of the school's staff from the previous year rehired for this year or within the past two school years as part of implementing an intervention? o What process was used to determine which staff would be rehired?	• School provides information on staff rehiring
• What types of professional development and professional support systems have been provided to support the implementation of school reform strategies and improve instruction? For example, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching LEP students?	• LEA memorandum, announcements, or agendas for professional development meetings • Professional Development resources and materials provided by LEA to SIG school staff relating to the school reform model and effective instruction
• What instructional programs or strategies are being used? Which of these are new? What process did you use to screen and select the instructional programs or strategies being used?	• Current written documentation outlining the criteria and evaluation process for screening and selecting new instructional programs

• What annual goals have been set for your school? What types of benchmarks have you set to measure progress toward these goals? What types of data are you collecting to measure these benchmarks?	• School describes and/or provides copy of annual goals • School describes examples of data collected by the school, subject areas, or individual teachers, analysis of data, and how data was used to inform school decisions • School provides copies of most recent data collected
• How have you increased the learning time for students?	• Current year's and previous year's school schedule • School describes how it is using additional learning time, its rationale for using time in that way, and its process for deciding on that use of time
• What additional social-emotional services and supports are being made available to students (i.e. health services, nutrition services, social services, family literacy programs)?	• Current written documentation outlining social-emotional services and supports available to students
• What other efforts is the school implementing to raise student achievement?	• School describes other efforts being made to raise student achievement
• How do you know the changes you are making are having an impact?	• School describes its progress and provides evidence of progress, for example interim data

School-Level Questions, School Leadership Team, Continued

Transformation Model Specific Questions	Transformation Model Specific Evidence

• *Questions specifically for the principal*
   o How long have you been principal at this school?
   o How are you and your staff evaluated? How was that system developed?
   o Have you been given any new authority you have been given with regards to the implementation of your school reform effort? For example with regards to staffing, calendars, scheduling, budgeting?
	• Principal describes how s/he came to the school and new authority granted
	
	• Faculty Handbook, memorandum, or other documentation outlining the criteria and process for teacher evaluation

• What systems of rewards are in place for staff that are having a positive impact on student achievement and graduation rates? How does the school support teachers who may be struggling?	• Faculty Handbook, memorandum, or staff contract that lays out system of reward for staff who are raising student achievement and remediation and consequences for staff who are not raising student achievement • School describes rewards and consequence system for staff, process for developing system, and rationale for system in place
• What types of professional development or professional support system have been provided to support the implementation of school reform strategies? For example, specifically regarding implementing new instructional programs, analyzing data, or teaching LEP students?	• LEA memorandum, announcements, or agendas for professional development meetings • Professional Development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction

School-Level Questions, School Leadership Team, Continued

• What instructional programs or strategies are being used? Which of these are new? What process did you use to screen and select the instructional programs or strategies being used?	• Current written documentation outlining the criteria and evaluation process for screening and selecting new instructional programs
	• School describes process for selecting instructional programs and criteria used
• What types of benchmarks have you set to measure progress? What types of data are you collecting to measure these benchmarks?	• School describes examples of data collected by the school, subject areas, or individual teachers, analysis of data, and how data was used to information school decisions
	• School shares any benchmark or interim data collected thus far
• How have you increased the learning time for students?	• Current year's and previous year's school schedule
• How were parents and the community engaged in planning to implement the school intervention model?	• Letters to parents, fliers, announcements, and agendas and/or minutes from parent/community meetings about the implementation of the transformation model
• What efforts have been made this year to engage families and the community in the school? How is that different from last year?	• School describes its efforts to engage parents and the community
• Do you think a different type of parent involvement is necessary to successfully engage parents and implement the model?	

School-Level Questions, School Leadership Team, Continued

• Is the school implementing other efforts to raise student achievement? • How do you know the changes you and the school have made this year are working?	• School describes additional efforts being made to raise student achievement • School describes its progress and provides evidence of progress, for example interim data

Restart Model Specific Questions
• What role does the EMO, CMO, or charter organization play in the school?
 	
• What strategies are being implemented as part of the restart model?
    o Curriculum?
    o Professional Development?
    o Extended learning time?
    o Parental Involvement?
 	
• ***Additional questions may be asked similar to those posed for schools implementing the transformation and turnaround model***
	Restart Model Specific Evidence
	• School Leadership Team describes role of EMO, CMO or charter organization
	
	• CMO or EMO describes strategies being implemented

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Guiding Questions	**Acceptable LEA Evidence**

C. School-Level
  2. Teacher Group Interview
 	
General Questions for all Intervention Models
• Describe generally what you know about the School Improvement Grant program and what that means for your school.
 	
• Generally, what was the school like in previous years or before the reforms? How has it changed, particularly with respect to school culture, expectations of you, and expectations of the students?
	C. School-Level
	  2. Teacher Group Interview
	
	Evidence for all Intervention Models
	• Teachers describe what they know about SIG and/or school-level reforms that have taken place, and their role in those reforms
	
	• Teachers describe own observations and impressions of the impact of reforms in school

School-Level Questions, Teacher Group Interview, Continued

Turnaround Specific Questions	*Turnaround Specific Evidence*

• How many of you were rehired?
   o If you were rehired, what process did you go through in reapplying for your position, being screened, and ultimately rehired?
 	
• How many of you are new hires?
   o How were you recruited?
   o What process did you go through in applying for your position, being screened, and hired?
	• Teachers describe hiring process they went through

• Give an example or two of how you have used what you learned through professional development or instructional supports in your classroom.	• Teachers describe the various types of professional development and supports they have received including subject, format
• What new instructional programs or strategies are you using in your class this year?	• Teachers describe any new instructional programs or strategies they are using in their classes, how they are being used, and how those programs are impacting student learning
• Give an example of how you are using data to inform your instruction.	• Teachers describe what data they are collecting about their students, what it shows thus far about student progress, and how they are using the data to inform instruction
• How has your schedule changed from the previous year?	

School-Level Questions, Teacher Group Interview, Continued

	• Teachers describe how the school has increased learning time, how they use that time, and the impact of increased learning time on student learning
• How do you know the changes you and the school have made this year are working?	• Teachers describe and provide evidence of how they know the reform efforts are working

School-Level Questions, Teacher Group Interview, Continued

Transformation Model Specific Questions	*Transformation Model Specific Evidence*
• Were any of you new hires? What process did you go through in applying for your position, being screened, and hired?	• Teachers describe hiring process they went through
• Describe the [new] evaluation system that is being developed or in place for teachers or being developed	• Teacher describe new evaluation process and their role in developing the evaluation
• Are rewards available to staff for gains in student achievement levels?	• Teachers describe reward systems that are in place
• What opportunities are teachers given to make improvements in their practice?	• Teachers describe systems in place to support improvements
• Give an example or two of how you have used what you learned through professional development or instructional supports in your classroom.	• Teachers describe the various types of professional development and supports they have received including subject, format
• What new instructional programs or strategies are you using in your class this year?	• Teachers describe any new instructional programs or strategies they are using in their classes, how they are being used, and how those programs are impacting student learning

School-Level Questions, Teacher Group Interview, Continued

• Give an example of how you are using data to inform your instruction.	• Teachers describe what data they are collecting about their students and how they are using the data to inform instruction
• How has your schedule changed from the previous year?	• Teachers describe how the school has increased learning time, how they use that time, and the impact of increased learning time on student learning
• What efforts have been made this year to engage families and the community in the school? How is this different from previous years?	• Teachers describe interactions with parents and community
• How do you know the changes you and the school have made this year are working?	• Teachers describe and provide evidence of how they know the reform efforts are working

School-Level Questions, Teacher Group Interview, Continued

Restart Model Specific Questions	*Restart Model Specific Evidence*
• What changes or reforms has the hiring of the [insert name of CMO/EMO] brought to the school? • ***Depending on the types of reforms implemented, it might make sense to ask some of the questions regarding Hiring, Professional Development, Additional Learning Time, Instructional programs, and Data that are posed under the Turnaround/Transformation Models***	• Teachers describe the changes they have seen implemented by the CMO/EMO

II. **IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]**	
Guiding Questions	**Acceptable Evidence**

C. School-Level Questions
   3. Parent Interviews
General Questions for all Intervention Models
 	
• Are you new to the [school name] community?
 	
• Describe generally, what you know about the School Improvement Grant program or changes and reforms that have taken place in the school this year.
 	
• What was the school like last year? How does that compare to the school this year?
 	
• What do your students say about the school?
 	
• How did the district or school inform you about the changes that would take place?
 	
• Did you have any opportunity to make suggestions on the changes that should be made or give feedback on the changes that would be made?
 	
• What programs and supports are provided by the school or school district that help you and your family?
	C. School-Level Evidence
	   3. Parent Interviews
	General Evidence for all Intervention Models
	
	• Parents describe the changes they have seen in the school, as well as their impressions of school culture and academic expectations
	
	• Parents describe their involvement in the reform planning efforts

School-Level Questions, Parent Interviews, Continued

• What programs for parents at your school make a positive difference in your child's education (e.g. programs that assist with helping with homework or math and reading nights, etc.)? • How have you been involved in the school this year? For example, volunteering, PTA/PTO membership, school improvement team member, tutoring, mentoring, etc.) • Does your school and/or the school district have a parent center and/or parent liaison? • How does the school communicate with you? (E.g. newsletters, conference, phone class, e-mails, flyers, websites, etc.)? What information do they provide? How frequently do you have communication from the school? In what format? • How often do you communicate with your student's teacher(s) about your child's progress in school? In what format? • What would you suggest to improve communication and information sharing that would make things easier for parents and students? • How are you and other parents encouraged to attend parent meetings and other parent activities? • How could the school be more welcoming and open to families and the community?	• Parents describe the ways the school and teacher communicates with them, how they are involved in the school itself, and how they support their child's education

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Guiding Questions	**Acceptable LEA Evidence**

C. School-Level Questions
    4. Student Interviews
 Questions for All Intervention Models
 	
 • What are the three best things about your school?
 	
 • Are there any things you don't like about your school? If so, what are they? Why?
 	
 • What was your school like last year? What is your school like this year? How does that compare to what the school is like this year?
 	
 • Do your teachers have high expectations for you? How do you know?
 	
 • Do find your classes interesting and engaging? Give examples of how or how not.
 	
 • Do you feel safe at school? Why or why not?
	C. School-Level Evidence
	    4. Student Interviews
	     Evidence for ALL Intervention Models
	
	 • Students describe their overall impressions of the school, including expectations of their performance, levels of engagement, and impressions of safety
	
	 • Students describe changes they have noticed between last year and the previous year

Monitoring Indicators for School Improvement Grant
FISCAL

III. **FISCAL: The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]**	
Guiding Questions	**Acceptable Evidence**
A. ***SEA-Level Questions*** • Describe your process and efforts for ensuring that SIG funds are spent on allowable activities and aligned with the school's approved plan.	**A.** ***SEA-Level Evidence*** • SEA describes its internal accounting and budget review process • SEA provides copies of LEA and school level budgets for review with narratives as appropriate

• Is the SEA's reservation no more than 5% of the State's SIG allocation? How is the SEA using its reservation?
 	
• Did the SEA fund all of its Tier I schools?
 	
   o If the SEA did not fund its entire list of Tier I schools, did it carry over 25% of the FY 2009 funds to be added to its FY 2010 funds, or did it receive a waiver to carry over less?
	• SEA budget for FY 2009 SIG funds including:
	   o SEA reservation amount and how those funds were used
	   o Payroll records, invoices, etc. that document how the reservation was used.
	   o LEA awards
	   o Amount of FY 09 funds being carried over

• Has the SEA reserved sufficient FY 2009 funds to fund fully those schools that have had their applications approved for 3 years of implementation?	• SEA describes its priorities for reviewing LEA applications and ranking of LEAs/schools based on the SEAs priorities • SEA documentation that it used its process for ranking applications based on SEA priorities.

LEA-Level Questions, Continued

• How does the SEA ensure that its LEAs adhere to the proper accounting of time and attendance for SIG paid staff?	• SEA describes its process for ensuring that LEAs adhere to proper accounting of time and attendance for SIG paid staff
• How does the SEA ensure that the LEAs adhere to the procedures for maintaining equipment and materials purchased with SIG funds?	• SEA describes its process for ensuring that LEAs adhere to the procedures for maintaining equipment and materials purchased with SIG funds
	• Monitoring reports, etc. that document that the SEA has implemented its process.

LEA-Level Questions, Continued

III.	FISCAL: The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965 (ESEA), as amended (75 FR 66363 (October 28, 2010)); §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87.]

Guiding Questions	Acceptable Evidence
B. *LEA-Level Questions* • Describe your process and efforts for accounting for the spending of SIG funds	**B.** *LEA-Level Evidence* • LEA describes its internal accounting and budget review process and the steps it takes to make sure expenditures are allowable
• Did the SEA adjust your proposed budget or did you have to adjust your budget as part of your application? • Has the LEA submitted any amendments to its application?	• LEA describes any adjustments made to budgets or to programs based on budget adjustments • LEA provides copies of any amendments.
• How much of the LEA's SIG award is being used at the district-level to support implementation of the selected school intervention models? • How is the LEA using these funds?	• LEA budget • LEA describes how funds are being used at the district-level • Copies of invoices, personnel "runs," etc. that document expenditures of SIG funds.
• How is the LEA ensuring that district-level activities conducted with SIG funds are specifically supporting SIG schools?	• LEA describes its process for ensuring district-level activities are directed toward SIG schools
• How is the LEA ensuring that a school being served with	• LEA describes its process for ensuring that SIG funds do

LEA-Level Questions, Continued

SIG funds is still receiving all the funds that it would have received without the SIG award?	not supplant other funds • Comparability reports • Documentation of Title I ranking and allocation

Guiding Questions	Acceptable Evidence
III. **FISCAL: The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as Amended (75 FR 66363 (October 28, 2010)); §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87.]**	
Guiding Questions	**Acceptable Evidence**

C. *School-Level Questions*
   1. *School Leadership Team*
 • How are you using SIG funds to support implementation of the SIG model in your school?
 	
 • In addition to SIG funds, what are the other sources of funds do you receive?
	C. *School-Level Evidence*
	   1. *School Leadership Team*
	 • Schools describes how they are using SIG and other funds to support implementation
	
	 • School-level SIG budgets

IV. TECHNICAL ASSISTANCE: The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]

Guiding Questions	Acceptable Evidence
A. SEA-Level Questions • Describe generally how you previously provided and continue to provide support to LEAs in preparing to apply for SIG funding, applying for SIG funding, and implementing the SIG models.	**A. SEA-Level Evidence** • SEA describes its past and present technical assistance efforts to help LEAs and schools use SIG funds and implement the intervention models, including types, to whom, and how often

• What types of technical assistance is the SEA providing to LEAs in preparing to and applying for SIG funding, particularly with respect to:
   o Conducting the needs-assessment
   o Preparing and amending LEA applications?
   o Preparing and amending budgets?
   o Selecting the intervention model for each school?
 	
• What types of technical assistance is the SEA providing or planning to provide regarding:
   o Implementation?
   o Compliance?
	• SEA describes the technical assistance it has provided to the LEA with regards to:
	   o Conducting the needs-assessment
	   o Preparing and amending LEA applications?
	   o Preparing and amending budgets?
	   o Selecting the intervention model for each school?
	   o Its past and present technical assistance efforts to help LEAs and schools use SIG funds and implement the intervention models, including types, to whom, and how often
	
	• SEA guidance documents, letters, and memoranda related to the LEA's SIG application, budgeting, selection of the intervention model, and selection of external providers

Monitoring Indicators for School Improvement Grant
TECHNICAL ASSISTANCE

• How is the SEA determining what types of technical assistance to provide and to whom? How frequently is the SEA providing technical assistance?	• Documentation of statewide/regional meetings on SIG, such as announcements, invitations, agendas, and presentation materials • SEA informational resources and tool kits, including Web-based resources and materials, related to SIG
• How is the SEA supporting LEAs with regards to the recruitment, screening, and selection of external providers to ensure quality?	• SEA describes its process for ensuring that LEAs are recruiting, screening, and selecting external providers to ensure quality • SEA approved list of external providers, if applicable, and describes process for how LEAs may propose other providers, as applicable • Current written documentation or guidance describing the processes and criteria for approving external providers

IV.	TECHNICAL ASSISTANCE: The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]

Guiding Questions	Acceptable Evidence
B. *LEA-Level Questions* • Are you receiving support or guidance with regard to SIG implementation? If so, describe generally any support or guidance you are receiving regarding SIG?	**B.** *LEA-Level Evidence* • LEA describes any technical assistance it has received from the SEA or other providers • Samples of guidance, memoranda, training materials and/or agenda of meetings about SIG that have been provided or been conducted by the SEA particularly relating to the application, budget, intervention model selection, and selection of external providers • Informational resources and tool kits, including Web-based resources and materials, provided by the LEA to schools related to the implementation of the SIG models
• With regards to technical assistance, how has the LEA supported, how does it currently support, and how does it plan to support schools in implementing the SIG program? • In what areas does the LEA feel it needs to develop its capacity to provide better technical assistance to its schools?	• LEA describes any technical assistance it has provided to the schools, including the types, to whom, and how often • LEA describes any assistance it is currently providing or plans it has to provide additional technical assistance, including the types, to whom, and how often
• Are there other areas where the LEA or its schools implementing SIG models could use additional support or technical assistance?	• LEA describes any areas where it could use additional technical assistance

IV. **TECHNICAL ASSISTANCE: The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]**	
Guiding Questions	**Acceptable Evidence**

C. School-Level Questions
  School Leadership Team
  • How are the LEA and/or the SEA supporting your implementation of the model?
 	
  • Are there areas where you could use additional technical assistance?
	C. School-Level Evidence
	  School Leadership Team
	  • School describes any support it is receiving from the LEA
	
	  • School describes areas where it needs more technical assistance

V. MONITORING: The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	
Guiding Questions	**Acceptable SEA Evidence**
A. **_SEA-Level Questions_** • Describe your general plan for monitoring the implementation of the SIG program including the steps you have already taken and your upcoming plans.	A. **_SEA-Level Evidence_** • SEA describes process for monitoring LEAs, changes to monitoring plan, and upcoming plans • Current written documentation that describe the SEA's process and criteria for monitoring the LEAs that are implementing the SIG program • Schedule for SEA monitoring of LEAs implementing the SIG program • Protocol to be used in monitoring, including any desktop or other off-site monitoring protocols
• Have you begun monitoring the LEA for its implementation of the SIG program? o _If so, what, if any, findings or technical assistance needs have you identified?_	• SEA describes where it is in the monitoring process and any findings
• How have you conveyed your observations to the LEA or school?	• SEA describes how it follows up with the LEA or district on monitoring findings

V. MONITORING: The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	
Guiding Questions	**Acceptable LEA Evidence**
B. _LEA-Level Questions_ _General Questions_ Has the SEA monitored or scheduled a monitoring visit to review the LEA's SIG implementation?	**B. _LEA-Level Evidence_** _General_ LEA memorandums or letters relating to the monitoring of SIG
- How is the LEA ensuring that each SIG school: - Is fully implementing the selected intervention model in the 2010 school year? - Is meeting the requirements of the school's intervention model?	LEA describes its process for ensuring that schools are implementing in accordance with the final requirements

V. MONITORING: The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	
Guiding Questions	**Acceptable LEA Evidence**
C. *School-Level Questions* *School Leadership Team* • Has anyone from the SEA or LEA visited to see how you are implementing your intervention model?	C. *School-Level Evidence* *School Leadership Team* • School describes any monitoring of their intervention that has been or they expect to be conducted by the LEA or SEA

VI. DATA COLLECTION: The SEA ensures that data is being collected consistent with the final requirements of the SIG program. [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	
Guiding Questions	**Acceptable Evidence**
A. *SEA-Level Guiding Questions* • What process is the SEA using to collect data on the leading indicators? • How is the SEA keeping track of or managing this data? • Does the SEA have SIG baseline data on the leading indicators? Has the SEA submitted its SIG baseline data to ED's EDFacts Partner Support Center? • Is the SEA collecting any additional data beyond that required by the SIG program?	A. *SEA-Level Evidence* • SEA describes the data it is collecting, its process for collecting the data, and its protocols for managing data on the leading indicators • Copies of any baseline or benchmark data that the SEA has thus far collected on the leading indicators
• Beyond the reporting requirements, does the SEA have any plans for how it will use the data it gathers? If so, please describe those plans.	• SEA describes its plans for analyzing data and how it is using the data to inform policy decisions and its role in supporting LEAs/schools

| VI. | DATA COLLECTION: The SEA ensures that data is being collected consistent with the final requirements of the SIG program [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))] |

Guiding Questions	Acceptable Evidence
B. _LEA-Level Questions_ • What process is the LEA using to collect data on the leading indicators? • How is the LEA keeping track of or managing this data? • How is the LEA using this data to inform its decision-making and reform efforts? • Is the LEA collecting any additional data beyond that required by the SEA and the SIG program?	**B. _LEA-Level Evidence_** • LEA describes the data it is collecting, its process for collecting the data, and its protocols for managing data on the leading indicators
• Beyond the reporting requirements, does the LEA have any plans for how it will use the data it gathers? If so, please describe those plans.	• LEA describes its plans for analyzing data and how it is using the data to inform policy decisions and its role in supporting schools
• Have you begun collecting any benchmark or interim data on the leading indicators? If so, what does the data show thus far?	• LEA provides copies of and explains any benchmark or interim data it has collected, if available

Guiding Questions	Acceptable Evidence

C. _School-Level Questions_
      School Leadership Team
         • Have you begun collecting any benchmark or interim data on the leading indicators? If so, what does the data show?
	C. _School-Level Evidence_
	      School Leadership Team
	         • School provides copies of and explains any benchmark or interim data it has collected, if available

V. 2013-14 SIG Monitoring Schedule

State	Proposed Date
California	January 27 - 31
Puerto Rico	February 10 - 14
Pennsylvania	March 10 - 14
Illinois	March 10 - 14
Michigan	April 7 - 11
Indiana	April 21 - 25
New York	May 12 - 15
Florida	May 19 - 23
Idaho	June 2 - 6 (desk)
Tennessee	September 15 - 19
Texas	September 15 - 19