GEORGIA
Targeted Monitoring Review of
School Improvement Grants (SIG) under section 1003(g) of the
Elementary and Secondary Education Act of 1965
January 9-13, 2012

BACKGROUND

FY 2009 SIG Schools

Tier	Number of SIG-eligible Schools	Number of SIG Schools Funded
Tier I	26	21
Tier II	9	5
Tier III	182	0

FY 2009 SIG Intervention Models

Models	Number of SIG Schools Implementing the Model
Turnaround	2
Transformation	24
Restart	0
Closure	0

FY 2010 SIG Schools

Tier	Number of SIG-eligible Schools	Number of SIG Schools Funded
Tier I	11	10
Tier II	6	4
Tier III	182	0

FY 2010 SIG Intervention Models

Models	Number of SIG Schools Implementing the Model
Turnaround	1
Transformation	13
Restart	0
Closure	0

MONITORING TRIP INFORMATION

Monitoring Visits and Award Amounts	
LEA Visited	DeKalb County School District
School Visited	Towers High School
Model Implemented	Transformation
FY 2009 Funding Awarded (for one year)	LEA Award (for 2 SIG schools): $1,744,773
FY 2010 Funding Awarded (over three years)	LEA Award (for 1 SIG school): $3,690,401 School-level funding (for Towers): $3,690,401
LEA Visited	Atlanta Public Schools
School Visited	Crim Open Campus High School
Model Implemented	Transformation
FY 2009 Funding Awarded (for oneyear)	LEA Award (for 2 SIG schools): $1,955,280 School-level funding (for Crim): $1,166,701

FY 2010 Funding Awarded (for one year)	LEA Award (for 1 SIG school): $748,810
SEA Visited	Georgia Department of Education
FY 2009 SEA SIG Award	$18,904,099 (plus $103,911,508 in ARRA funding)
FY 2009 LEA SIG Awards	$29,803,943 (cohort 1, year 1) (for 26 SIG schools in 16 LEAs) $26,717,230 (cohort 1, year 2)
FY 2010 SEA SIG Award	$19,333,421 (plus $29,168,707 for 25% FY2009 carryover)
FY 2010 LEA SIG Awards	$21,598,539.00 (for 14 SIG schools in 14 LEAs)

Staff Interviewed

- **Georgia Department of Education Staff**
- **DeKalb County School District Staff**
- **Towers High School Staff:** Principal, School Leadership Team, Teachers, Parents, Students**,** and 4 Classroom Visits
- **Atlanta Public Schools Staff**
- **Crim High School Staff:** Principal, School Leadership Team, Teachers, Parents, Students, and 5 Classroom Visits

U.S. Department of Education Staff

Team Leader	Carlas McCauley
Staff Onsite	Ashley Brown, Kimberly Light

OVERVIEW OF MONITORING REPORT

The following report is based on the U.S. Department of Education's (ED) on-site monitoring visit to Georgia from *January 9 – 13, 2012,* and review of documentation provided by the State Education Agency (SEA), local educational agencies (LEAs), and schools. The report consists of three sections: *Summary and Observations, Technical Assistance Recommendations,* and *Monitoring Findings.* The *Summary and Observations* section describes the implementation of the SIG program by the SEA, LEAs, and schools visited, initial indicators of success, and outstanding challenges being faced in implementation. This section focuses on how the SEA, LEAs, and schools visited are implementing the SIG program with respect to the following five areas: school climate, teachers and leaders, instruction strategies and time, use of data, and technical assistance. The *Technical Assistance Recommendations* section identifies strategies and resources for addressing technical assistance needs. The *Monitoring Findings* section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.

Please Note: The observations and descriptions included in this report reflect the specific context of the limited number of classrooms visited and interviews conducted at a small number of schools and LEAs within the State. As such, they are a snapshot of what was occurring at the LEA and school levels, and are not meant to represent a school's, LEA's, or State's entire SIG program. Nor are we approving or endorsing any particular practices or approaches by citing them.

<u>**SUMMARY AND OBSERVATIONS**</u>

School Climate

DeKalb County School District

Towers High School (Towers) serves a population of approximately 1050 students in grades 9-12 and had begun to implement schoolwide reform efforts prior to its SIG application. According to DCSD's SIG application, both student achievement and graduation rates declined in recent years. According to the 2010 Georgia High School Graduation Test (GHSGT) results, only 43.9% of Towers students met or exceeded state standards for math. In social students 51% of students met or exceeded standards in the same year. While 76% of students met or exceeded standards in science, Towers' score was still lower than the statewide average of 90%. Additionally, the school's dropout rate rose from 1.2% in 2008 to 6.2% in 2010. Towers' needs assessment also indicated a need to improve instruction in areas of rigor, flexible grouping, and differentiation.

Despite its earlier school-reform efforts, the school leadership team explained that the school needed to take additional steps to improve school climate. Students reported that although they have felt safer at school since the start of the SIG implementation, there are still issues around safety and discipline. Towers' discipline data from the current year seems to reflect this sentiment, with thirty-three instances of fighting on campus reported to the leadership team between August and October 2011. School leadership explained, however, that these numbers have decreased since the 2010-2011 school year. The LEA application indicates that out-of-school suspension data is analyzed for frequency and possible overuse, and that counseling, guidance, and other student support services are provided.

Moreover, students described how their pride for Towers has increased as the school's reputation within the community has improved. According to students, teachers not only have higher expectations for students, but they are delivering more complex lessons with the confidence that students will comprehend them.

Towers is also working to improve parent engagement with the school. The school plans to hire a Parent Outreach Coordinator to serve as a liaison between the school and parents, as well as the overall community. According to the DCSD application, the Parent Outreach Coordinator will be a member of the school's leadership team and help establish the parent resource center, coordinate parent volunteer events, develop and distribute the parent newsletter, and collaborate with the counseling department. Additionally, Towers has a parent center within the building with services that include resume and literacy assistance, employment search support, and access to the parent portal which contains academic and attendance information for each student.

Atlanta Public Schools

Crim Open Campus High School (Crim) is an alternative school in the Atlanta Public School (APS) system; the vast majority of Crim's students enroll at Crim because of attendance and/or behavioral issues in other schools. Crim's student mobility rate is high: Only 4% of Crim

students started at the school at the beginning of their ninth-grade year. The remaining students are transfer students, with 78% transferring to Crim from another APS high school. Crim's student population currently consists of approximately 600 students, most of whom arrive at Crim already significantly behind on credits.

The application states that in the 2009-2010 school year, 69% of students met or exceeded ELA standards on the GHSGT; 21% met or exceeded math standards the same year.   Crim's 2009-10 school year graduation rate was 12.6%. Although there were some increases, school leadership reported that Crim was not able to meet its annual goals in the 2010-2011 school year.

Both students and parents reported that the school's climate and reputation has improved dramatically since the beginning of SIG implementation. Before this past year, Crim was commonly referred to as a school of last resort and even earned the nickname "Criminal High" due to its high rate of disciplinary issues. Several parents stated that while many of their children did not want to attend Crim because they feared for their safety while on school grounds, the improvements have created an environment where students are now comfortable, enjoy learning, and participate in school activities. To strengthen the relationship between students and staff, students now stay with the same advisor from enrollment to graduation. In addition, an additional social worker has been hired as well as a consultant to provide training in conflict resolution for both students and staff.

Crim has undertaken efforts to improve family and community engagement, but teachers and leadership acknowledge that this area is particularly challenging. APS's application states that over the grant period, Crim will create a Parent University Center to involve, educate and empower parents, conduct monthly parent workshops in areas that include literacy, health and wellness, and employment, and establish a parent website with information on school announcements, celebrations, and activities. During interviews, staff stated that while Crim has begun to implement many of these efforts, it has still been a struggle to get parents to actually participate. The parents who attended the interview stated that they noticed an increase in communication, particularly related to attendance and student achievement, both positive and negative, but that due to other obligations most had not attended school events.

Teachers and Leaders

DeKalb County School District

DeKalb County School District (DCSD) did not replace the Towers principal. The current principal, who has been in place since the start of the 2009-2010 school year, stated that he was not brought in as part of a previous reform effort.

Towers gained twenty-one new staff members this past year mostly because of increases in student enrollment. Included among those new hires are two instructional coaches who work full-time for DCSD, splitting their time between Towers and another district school; a new freshman academy leader; and a Fast-Track Scholars instructor. The school also plans to hire a parent liaison and two new instructional coaches for science and social studies.

Georgia is currently in the process of transitioning to the Leader Keys Effectiveness System (LKES), a new teacher evaluation system and Leader Keys Effectiveness System (LKES), a new principal evaluation system. Leader Keys evaluates teachers based on 26 elements, including student performance data and classroom observations.

The school has implemented a reward system for teachers who have a positive impact on student achievement. According to the DCSD's application, up to 85 certified staff can receive up to $500 each academic year for contributing to a 10% decrease in the percentage of students who do not meet GHGST standards for ELA and math. Up to thirty classified staff members can receive a $125 award according to the same criteria. Additionally, certified faculty and administrators assigned to an academic content department will receive a monetary reward if students achieve district targets on standardized End of Course Tests (EOCTs). If students achieve district targets on one exam, teachers will receive a $500 reward. Teachers will receive a $700 reward if students achieve district targets on two exams. Teachers have not received any awards to date, but during interviews school leadership stated that awards will come at the end of the year once students have completed their exams.

Towers also increased professional development time for teachers. Since the start of the 2011-2012 school year, Towers has implemented a daily mandatory common planning period, with a specific objective for each day. America's Choice coaches often use planning periods to work with teachers on specific teaching strategies, such as differentiated instruction and flexible grouping. The school leadership team also leads monthly professional development sessions that focus largely on using data effectively. During interviews, teachers stated the increased professional development and common planning has improved their overall classroom instruction, as they have a better understanding of how their students are performing overall and have learned to use new techniques.

Atlanta Public Schools

APS hired a new principal for Crim at the start of the 2011-2012 school year as part of the SIG reform effort. Crim retained all of its teachers and has used SIG funds to add additional counseling services and graduation coaches.

APS's application states that Crim will utilize the Effective Teachers in Every Classroom (ETEC) framework to identify and reward teachers whose classroom data reflects an increase in student scores on the GHSGT and the EOCT. According to the application, the district will develop the system during the first two years of implementation and begin implementing the program in all APS schools in the 2012-2013 school year.

The application stated that in the first year of implementation, teachers will receive targeted professional development that focuses on project-based learning, reading across the curriculum, and instructional strategies to address weaknesses identified by data and professional learning communities. In year two, professional development will focus on project/problem/inquiry based instruction, assessments and targeted workshops based on staff needs. The professional development in year three will reinforce the concepts covered in years one and two. During interviews, teachers reported a marked increase in professional development during the first year

of implementation, particularly related to literacy and flexible grouping. According to teachers, the increase in professional development has helped them become more effective classroom instructors.

Instructional Strategies and Time

DeKalb County School District

Towers is implementing several instructional strategies to improve rigor, flexible grouping, and differentiation. As part of its previous reform efforts, DCSD partnered with Pearson America's Choice (America's Choice), a company that works with schools to help raise student achievement and improve overall teaching and learning. Towers has continued to utilize strategies and resources from America's Choice, including its math and literacy navigator programs, which supplement traditional curriculum for students who have fallen behind.

DCSD is using its SIG funds to help expand the implementation of America's Choice Smaller Learning Communities Initiative and the math and literacy navigator programs. Towers began implementing the Smaller Learning Communities Initiative in 2005 and has established a ninth grade academy, as well as career academies for engineering, math, business, marketing and computer science, health science and human services, and technology. Towers also implemented a Fast Track Scholars program at the start of the 2011-2012 school year, designed to improve graduation and decrease the school's drop-out rate. Students in the program attend daily sessions during the school day, where they are taught core subjects to help them meet Georgia Performance Standards. Instructors administer the lessons through the DeKalb On-line Academy. Towers used its SIG funds to purchase thirty computers for the program and hire an additional Fast Track Scholars instructor.

Towers modified its school schedule by implementing a daily 45-minute enrichment period. The enrichment period was created by adding 15 minutes to the school day and subtracting seven and a half minutes from each class period. (Towers uses a block schedule where students have four classes each day.)   During the enrichment period, 9th- and 10th-grade students who are struggling in reading and math work with the America's Choice navigator programs. 11th-grade and 12-grade students who are below grade level prepare for the ACT and GHSGT exams and are grouped based on diagnostic test results, while seniors who are at or above grade level participate in college preparatory activities, SAT/ACT activities, and their senior academic yearbook.

Atlanta Public Schools

Crim created several small learning communities for students to help improve instruction, including a freshman academy and three career/theme based academies: healthcare sciences, global business and marketing, and engineering and technology. Additionally, the school created Career and Technical Education (CTE) apprenticeships and Work-Based Learning programs for students. Crim currently offers CTE courses in construction, nursing and the culinary arts. These programs provide students with hands-on learning opportunities using advanced technology. The nursing CTE course includes an externship component where students have an opportunity to work in an outside healthcare facility.

The school has increased learning time by adding an additional 15 minutes to the school day. Prior to SIG, Crim was open from 8:00am-7:45pm. The school is now open an additional 15 minutes until 8:00pm and offers an additional hour of classroom time (8:00am-9:00pm for day students and 7:00pm-8:00pm for evening students) for students who need additional time to complete homework, master concepts, or earn extra credits. Additionally, Crim has started Saturday School and Summer Boot Camp. Saturday School is held on three Saturdays per month from 8:30am-1:00pm. During Saturday School, students may enroll in classes for credit recovery, academic support for core subjects, and standardized test preparation. The Summer Boot Camp began in the summer of 2011 and will run for two weeks each June. Summer Boot Camp offers small class sizes (fewer than 15 students per class) where students can recover credits and prepare for standardized tests. Both teachers and students reported that participation rates are high in all three extended learning areas and that students appreciate the opportunity to catch up on credits and improve their scores on standardized tests.

Use of Data

DeKalb School District

The DCSD application states that Towers is building capacity to use data-driven instruction with formative and summative assessments incorporated into the instructional program along with common assessment practices. Towers will use the America's Choice Spotlight and Data Analysis Tool (DAT) templates, which will help teachers use classroom-level data to modify and improve instruction. One common planning period each week is currently dedicated to discussing classroom data as it relates to a particular skill or aspect of instruction. DCSD has also implemented a data program throughout the district that allows teachers to scan tests into the system and determine whether students mastered the overall learning objective or particular skills within the subject tested. All teachers at Towers use the system to track student progress and over 40% of course objectives are currently held in the system. Additionally, at the end of each semester, teachers must present their classroom data to the district superintendent and discuss benchmarks, student strengths/weaknesses, and remediation strategies. Towers has hired a data clerk to assist with compiling and analyzing student data. Staff indicated that since the SIG implementation began, the school's policies around the use of data are more structured, which allows data to be used more frequently.

DCSD staff includes a data manager who manages a data notebook for discipline and student achievement data, as well as classroom observation data collected for the purposes of SIG, teacher attendance and quarterly tests. The district compiles the data and shares it with school principals periodically.

Atlanta Public Schools

Crim staff use student achievement data to make many instructional decisions, including class placement for students. Students are tested at the beginning and end of each quarter so teachers can determine whether they achieved the targeted class objectives. Crim also offers makeup sessions to reinforce concepts for students who are struggling. All teachers keep a data notebook

which captures information on attendance, discipline referrals, reading levels and test results. Teachers use this data during their weekly meetings and discuss individualized student data reports with one another throughout the school year. Teachers and leadership at Crim are currently developing a system that will allow teachers to use data to inform instruction at the classroom level (using exit tickets, quizzes, etc.). The school was planning to begin implementing the system in March 2012.

APS has created a system that allows teachers to input attendance and test score data on a daily basis. The district plans to capture this data on a monthly basis. During interviews, APS staff reported that the implementation of the new system has not been as seamless as the district initially hoped and there have been some errors and failures to report. APS is now beginning to use a series of checks and balances to help ensure that the data is entered accurately and on time. Additionally, the district is transitioning from collecting benchmark data to collecting common assessment data that is based on the GHSGT and EOCTs. Once the transition is complete, the district will be able to compare performance across schools in a more efficient manner.

Technical Assistance

DeKalb County School District

DCSD has established an Office of School Improvement, which supports all Title I schools in the district. DPS established the office before the district received SIG funding, but the district has created a new position (Director of School Improvement) within the office to support SIG and Race to the Top (RTT) schools specifically. The Director supports the school leadership teams in SIG schools through regular meetings and focus walks. The Director also attends school leadership team meetings and SEA monitoring meetings to assist the schools in implementing any corrective action steps or recommendations that arise. Additionally, the Director meets with America's Choice staff and the instructional coaches working in the SIG schools and helps facilitate communication between the SIG principals.

Atlanta Public Schools

In 2005, APS created the Office of High Schools to lead a district-wide high school transformation initiative. This office now supports the SIG schools, in addition to all other high schools in the district. The Office of High Schools utilizes School Improvement Specialist from the Georgia Department of Education to support the leadership teams in the SIG schools and ensure compliance with program requirements. The district has also modified some of its current staff's job descriptions to allow them to support the SIG schools. Additionally, the district has developed a grant monitoring team and dedicates staff to fiscal (requisition and reconciliation), professional development, and trouble-shooting. The district is not using SIG funds to support any of the new positions. APS has also created cross-functional teams to support the schools with implementation. The team includes APS's executive director of operations, program administrators, model teacher leaders, small learning community implementation specialists, school improvement specialists, and student support managers.

Georgia Department of Education

The GDOE has assigned a school improvement specialist (SIS) to each SIG school to provide technical assistance. These specialists work with the school leadership teams to provide ongoing guidance and support. The GDOE conducts workshops, institutes, and seminars throughout the year to support the SIG program. The GDOE provided extensive technical assistance and feedback throughout the application process, including district meetings, individual meetings with superintendents, and providing a logic model for LEAs to use in determining the school intervention model and funding request.

TECHNICAL ASSISTANCE RECOMMENDATIONS

Issue: Although the SEA has met the requirement of ensuring that LEAs with schools implementing the transformation and turnaround models are providing ongoing mechanisms for family and community engagement as part of the increased learning time requirement, both DCSD and APS are experiencing difficulty with creating opportunities for family and community engagement that are meaningful and well-attended by parents and members of the community.

Technical Assistance Strategies:

- Providing technical assistance to LEAs on strategies and methods to improve meaningful and strategic parent and community engagement, such as how to more effectively include parents and community members in the planning, implementation, and evaluation of the programs and strategies that are implemented as part of the SIG grant.

MONITORING FINDINGS

Summary of Monitoring Indicators

Critical Element	Requirement	Status	Page
1. **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 the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)]	Finding	13
2. **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))]	Finding	13-15
3. **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]	N/A	N/A
4. **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))]	N/A	N/A
5. **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	N/A	N/A

	Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		
6. Data Collection	The SEA ensures that data are 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))]	N/A	N/A

<u>**Monitoring Area: School Improvement Grant**</u>

Critical Element 1: The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program.

<u>Finding (1)</u>: The SEA does not have all of the required documentation posted on its website. The summary pages for the FY 2009 and FY 2010 awards do not include NCES identification numbers for LEAs and schools and the type of intervention to be implemented in each Tier I and Tier II school.

<u>Citation</u>: Section II.B.3 of the SIG final requirements states that an SEA must post on its website, within 30 days of awarding school improvement grants to LEAs, all final LEA applications as well as a summary of those grants that includes the following information: (a) Name and National Center for Education Statistics (NCES) identification number of each LEA awarded a grant. (b) Amount of each LEA's grant. (c) Name and NCES identification number of each school to be served. (d) Type of intervention to be implemented in each Tier I and Tier II school.

<u>Further action required</u>: The SEA must post on its website, within 30 days of receipt of this report, NCES identification numbers for FY 2009 and FY 2010 LEAs and schools, and a complete summary of FY 2009 and FY 2010 awards that includes the type of intervention to be implemented in each Tier I and Tier II school.

Critical Element 2: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program.

<u>Finding 1</u>: The SEA has not ensured that all LEAs implementing the transformation and turnaround models are following the SIG requirements related to principal replacement. For example, the principal at Towers has been in place since July 2009 and was not brought in as part of a previous reform effort. The DCSD application states that the transformation model was chosen in part because it would allow the school to implement change without replacing the principal, who has shown a commitment to moving the school forward.

<u>Citation</u>: Section I.A.2.(d)(1)(i)(A) of the SIG final requirements states that an LEA implementing the transformation model must replace the principal who led the school prior to the commencement of the transformation model. Section I.B.1 of the SIG final requirements allows an LEA to retain a principal in Tier I or Tier II awarded school if the LEA can demonstrate that (1) the prior principal in the school at issue was replaced as part of a previous reform effort and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.

<u>Further action required:</u> The SEA must submit evidence to ED that it has reviewed each LEA that has a school implementing the transformation and turnaround model to determine that decisions regarding principal replacement are consistent with the SIG final requirements. The GADOE also must submit to ED the results of that review and the steps it will take to ensure

these schools are either in compliance with the SIG requirements or indicate how it will take this into account in determining whether to continue the grant for the 2012-2013 school year.

Finding 2: The SEA has not ensured that all LEAs implementing the transformation and turnaround models are establishing schedules and implementing strategies that increase learning time consistent with the definition provided in the final requirements. For example, at Towers High School, the school day has been extended by 15 minutes to accommodate the addition of an enrichment period in the middle of the day where students can utilize supplementary educational materials and engage in test and college preparation activities. These changes do not significantly increase the total number of school hours for learning time.

Citation: Section I.A.2.(d)(3)(i)(A) of the SIG final requirements requires an LEA implementing the Transformation model to establish schedules and strategies that provide increased learning time. Section I.A.3 of the final requirements defines *increased learning time* as "using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects."

Further action required: The SEA must submit evidence to ED that it has reviewed each LEA that has a school implementing the transformation and turnaround model to determine if increased learning time is being provided consistent with the SIG final requirements. For each school implementing the turnaround or transformation model that is not implementing increased learning time consistent with the SIG final requirements, the SEA must submit to ED a timeline for implementation of increased learning in each school and evidence that each school has been notified that it must implement increased learning time consistent with the SIG final requirements before the start of the 2012-13 school year.

Finding 3: The SEA has not ensured that the system of rewards for school leaders, teachers, and other staff implementing the transformation model is based in part on student achievement. Although Towers High School is piloting a new teacher evaluation system that includes student performance data among the evaluation criteria, the current evaluation process in place for most staff is not clearly linked to student performance.

Citation: Section I.A.2. (d)(1)(i)(c) of the SIG final requirements states that an LEA implementing a transformation model must identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Further action required: The SEA must provide a plan to ED for how it will assist LEAs in developing and implementing a system that identifies and reward school leaders, teachers, and

other staff who, in implementing the transformation model, have increased student achievement and high school graduation rates. As part of the plan, the SEA must submit evidence to ED that it has reviewed each LEA that has a school implementing the transformation model to determine that a system that identifies and reward school leaders, teachers, and other staff are consistent with the SIG final requirements. The plan must include a timeline for implementation in the 2012-2013 school year, to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement in each school the SEA determines that have not implemented this requirement.