



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

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## **Monitoring and Accountability Plan for School Improvement Grant 1003(g)**

### **Procedural Requirements**

The School Improvement Grants (SIG) program is authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Under section 1003(g)(1) of the ESEA, the Secretary must —award grants to States to enable the States to provide subgrants to local educational agencies for the purpose of providing assistance for school improvement consistent with section 1116. From a grant received pursuant to that provision, a State educational agency (SEA) must subgrant at least 95 percent of the funds it receives to its local educational agencies (LEAs) for school improvement activities. In awarding such subgrants, an SEA must —give priority to the local educational agencies with the lowest-achieving schools that demonstrate — (A) the greatest need for such funds; and (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational agency improvement, corrective action, and restructuring plans under section 1116. The regulatory requirements implement these provisions, defining LEAs with the —greatest need for SIG funds and the —strongest commitment to ensure that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in the State.

The final requirements for the SIG program, set forth in 75 FR 66363 (Federal Register /Vol. 75, No. 208 /Thursday, October 28, 2010 /Notices 66363) implement both the requirements of section 1003(g) of the ESEA and the flexibilities for the SIG program provided through the Consolidated Appropriations Act, 2010. The US Department of Education issued revised Guidance for FY2010 School Improvement Grants 1003(g) to provide assistance to SEAs, LEAs, and schools in implementing the final requirements on February 16, 2011 and March 1, 2012 as addenda to the November 1, 2010 Guidance.

The Mississippi State Board of Education, acting through the Commission on School Accreditation, is responsible for the enforcement of a rigorous performance-based accreditation system that accredits all public elementary and secondary schools within the state. It is the purpose of the Commission on School Accreditation to continually review and enforce the standards on accreditation and to make recommendations to the State Board of Education. Public school accreditation is two-fold: Each school district is awarded an accreditation status based on compliance with process standards, and individual schools are assigned a school performance classification based on student achievement. Accreditation process standard 23 specifically addresses requirements for programs operated under ESEA. Standard 23 states:

The school district is in compliance with state and/or federal requirements for the following programs: 23.5 No Child Left Behind Act of 2001: Titles I, II, III, IV, V, VI, X, and any other federally funded programs and grants (SB Policies 4700, 7801, 7802, 7803, 7804, and Federal Code).

The Mississippi Department of Education's School Improvement Grant 1003(g) Monitoring and Accountability Plan is a comprehensive plan designed to meet the statutory requirements as outlined in both the Federal Register and the Federal Guidance for School Improvement Grants 1003(g). Appendix D contains a crosswalk of the programmatic Indicators of Implementation (Appendix A) aligned with the Federal Requirements for School Improvement Grants 1003(g). Indicators of Fiscal Compliance (Appendix C) reflect a comprehensive review and alignment with federal regulations, USDE School Improvement Guidance, Mississippi Accountability Standards and OMB Uniform Administrators Guidance

## **Overview**

The Office of School Improvement (OSI) has an integrated approach to School Improvement Grant 1003g (SIG) monitoring and school accountability. The approach assesses the district/school's progress in the implementation of the school improvement intervention model and determines the types of support needed in order for the schools to meet the goals identified in their SIG plan.

The integrated approach to school improvement grant monitoring and school accountability taken by the OSI ensures a comprehensive evidence base. The OSI makes use of existing data sources where possible. Other information will need to be gathered at the district and/or school level and is described within this document. Evidence is gathered through site visits by school improvement coaches from the OSI; the collection of progress data; the completion of implementation progress reports; and an annual site visit by staff from the Mississippi Department of Education that includes gathering and reviewing documentation, conducting interviews, and visiting classrooms.

OSI staff members provide continuous feedback from the information gathered with districts and schools to assist them in determining where implementation is successful, where implementation challenges exist, how challenges may be addressed, and how plans for subsequent years may be improved. This approach establishes common data collection processes to gather information that will be immediately useful to schools in their work, as well as useful to long-term accountability requirements and grant renewal decisions.

## The Monitoring and Accountability Process

The Office of School Improvement (OSI) has developed a comprehensive set of indicators to provide a framework for monitoring SIG implementation progress and ensuring that districts and schools are embracing research-based practices and meeting the federal requirements for SIG programs. The indicators are found in a document called Indicators of Implementation (see Appendix A) and represent a comprehensive structure for implementing school improvement grant plans. It is also aligned with the U.S. Department of Education's Student Achievement and School Accountability Programs (SASA) Monitoring Plan for School Improvement Grants (published on January 12, 2011).

The indicators are subdivided into five key components: Organizational Structures, Leadership, Personnel and Professional Development, Curriculum and Instruction, and Support System/Strategies. (The SIG indicators are provided in Appendix D by the Federal Requirements set forth by the U.S. Department of Education for schools receiving SIG grants). The Indicators of Implementation document includes examples of evidence that may be used to demonstrate the extent of implementation for each indicator. Districts and schools should refer to the document to direct their data gathering efforts prior to site visits.

Following are details about the site visits, evidence gathering, and reporting processes.

### Site Visits by School Improvement Coaches

School Improvement Coaches from the OSI conduct monthly site visits throughout the school year. The purpose of the site visits is to provide support to districts and schools as they implement their SIG improvement plans and to gather information on implementation progress to determine further support to be extended. School Improvement Coaches use the Indicators of Implementation, to which the Turnaround Principles have been aligned, as the basis for determining implementation progress of the districts and schools.

Districts and schools are expected to maintain evidence files to support SIG implementation. Evidence files should be maintained and organized around the indicators within the five key components. While each school may have a variety of items to include as documentation of indicator implementation, the emphasis should be on providing quality evidence (as opposed to quantity of evidence). Evidence files are intended to substantiate that a district/school is implementing an indicator. In providing evidence, indicate what that evidence represents, and if needed, where in the document the particular evidence may be found (page number). Within each file a cover sheet should be provided that lists the indicator, the evidence of implementation, and an explanation of how the evidence reflects implementation progress.

After conducting each district and school site visit, school improvement coaches complete and submit a site visit report to the OSI. Following OSI review, site visit reports are

distributed to the superintendent, district school improvement specialist, and principal. Site visit reports are intended to provide continuous feedback to schools and to identify targeted technical assistance services that are necessary to support schools as they move forward with implementation of their school improvement plans.

School Improvement Coaches complete a mid-year rating of the status of their districts and schools on SIG implementation progress. In addition to ratings of progress, school improvement coaches identify the strengths and areas needing improvement within each of the five key components.

## **District/School Online Monitoring and Reporting System**

Throughout the school year, designated district and school staff assess the progress of SIG schools using the Mississippi SOARS Online Monitoring and Reporting System. Mississippi SOARS is a web-based tool that guides district and school leadership teams in charting their improvement and managing the continuous improvement process. Mississippi SOARS includes Wise Ways research briefs that identify research and effective strategies to support full implementation of the indicators, as well as Indicators in Action video modules demonstrating the research based practices.

Each school's leadership team guides the improvement efforts. The team includes key district and school administrators, teacher leaders, and may include others instrumental to the improvement process (e.g., a school board member, student support personnel, and/or a parent representative). Each team designates a process manager who interfaces with the web-based system, distributes documents to team members in advance of meetings, and enters the team's minutes and work products into the system. In collaboration with the principal, the process manager also prepares agendas, documents, and worksheets for use during the team meetings.

Mississippi SOARS enables district school improvement coaches to assist the teams through coaching comments about the team's ongoing work. Coaching comments may be offered by the director of the OSI, by the assigned school improvement coach, or by the district school improvement specialist. The school improvement team reviews the feedback and responds with comments or questions (which are input into the system by the process manager). This process is intended to facilitate a positive dialogue to maximize improvement efforts.

The primary work of the leadership team is in the section called Indicator Based Planning Tools found on the Dashboard of the Mississippi SOARS Online System (the initial web page after logging into the system). By selecting Transformation/Turnaround Indicators in that section, the leadership team assesses and develops plans for continuously monitoring the progress of implementing the improvement indicators.

This self-reflective process enables the team to guide the school in meeting their annual benchmarks and goals. While in the main menu page of the Transformation/Turnaround Indicators, the team can access the Wise Ways research, Indicators in Action videos, and other relevant documents under the Resources and Reports link in the upper right-hand corner.

Also available on the Mississippi SOARS dashboard, are annual forms to complete that factor into the grant renewal process. The Leading Indicators Annual Form and the Lagging Indicators Annual Form require the team to develop an overall three-year goal for each of the leading and lagging indicators, provide data showing where the school began at the initiation of the SIG grant, and develop annual benchmarks for each of the three years. At the conclusion of each year, actual progress toward meeting the yearly benchmark is reported, showing the extent that the school met its annual benchmark and providing information to guide its continued progress toward meeting the three-year goal.

A third form to be completed is the Interventions Annual Form. The form is organized by the SIG Federal Requirements and requires the leadership team to describe the specific interventions included in their SIG plan that address each of the requirements and the expected outcomes. For each of the three years, the team reports on their progress toward implementing the indicators for meeting each federal requirement and the specific intervention(s) relative to the requirement. To assist the team in completing this form, there is a document called Mississippi Indicators by Federal Requirements on the Dashboard under Other Documents/Web Pages. This document shows which of the Mississippi indicators address each of the federal requirements.

### **Annual Monitoring Visit (Fiscal)**

The OSI conducts an annual on-site fiscal monitoring visit. The purpose of this visit is to ensure compliance with School Improvement Grant 1003(g) regulations as well as to provide support to districts and schools as they implement their improvement plans. OSI staff use the Indicators of Fiscal Compliance (Appendix C) as the basis for determining fiscal compliance. The document contains examples of supporting evidence and is subdivided into components that align with the 2011 OMB Uniform Administrators Guidance. Districts and schools should refer to the Indicators of Fiscal Compliance to direct their data gathering efforts prior to the fiscal monitoring visit.

### **Annual Monitoring Visit (Programmatic)**

SIG districts and schools participate in an annual programmatic monitoring visit conducted by the OSI. The onsite visit consists of three primary components: evidence review, interviews with stakeholder groups, and classroom observations. Site visit activities and interview questions are based on the U.S. Department of Education's Student

Achievement and School Accountability Programs (SASA) Monitoring Plan for School Improvement Grants, October 1, 2010 to September 30, 2011, with slight adaptations (See Appendix B for interview questions).

Prior to the school site visit, the monitoring team will have reviewed and met to discuss the following documents: district/school SIG application, district reports on SIG implementation progress, and accompanying documentation showing evidence of implementation.

### **Parent Survey**

The SIG officer at each school will be emailed a copy of the survey and a link to an electronic survey the week prior to the school site visit. The survey can be completed electronically or by hand. It should be disseminated to all students of the SIG School. Parents are to return the surveys to school on the date of the site visit or complete the survey using the online link provided. The monitoring team reviews the results of the parent surveys.

### **School Site-Visit**

The monitoring team interviews the school and district leadership teams, teachers, and conducts a walk-through of the school, visiting several classrooms. The school site visit is intended to provide the monitoring team with an accurate picture of a typical day in the school. The site visit begins with an entrance conference with an overview of the schedule, introductions and the monitoring protocol with school and district administrators (Principal, SIG Officer, Superintendent, Business Manager).

- **Teacher Group Interview** The school should identify approximately 5 teachers to be interviewed by the SIG monitoring team. Those selected will include a new teacher, a returning or veteran teacher, and at least one teacher from a grade and subject area that is tested through statewide assessments. The group should not include any teacher who also serves on the leadership team, there should not be members of the schools' leadership team or the district be present during the interview.
- **Classroom Observations and Student interviews** The monitoring team performs a walk-through of the school and classrooms to observe the implementation of school SIG interventions (e.g., efforts to change school culture, data use, programs/strategies being implemented). A school leadership team member may be asked to guide the monitoring team on a walkthrough of the school. While in the classrooms, the monitoring team will talk with teachers as needed.



While in at least one of the classrooms, the monitoring team also spends approximately 15 minutes interviewing the entire class of students.

- The teacher will not be present during the student interviews. **To conduct Cohort II student interviews, the monitoring team will interview a panel of 5-7 students who were enrolled during the final year of grant implementation.** The interview will take place in a location to be determined by the principal.
- **School Leadership Team Interview** The school leadership team should include the principal and any individuals responsible for the decision-making process at the school. Members of the school leadership team should reflect a diverse representation (i.e., gender, ethnicity, tenure at school). For example, it may be composed of department chairs, grade level chairs, instructional coaches, administrators, and paraprofessionals. Although some leadership teams may include parents or students, it is not necessary to include them in this interview, as a separate interview with parents and students may be conducted.
- **District (LEA) Interview** The monitoring team conducts an interview with the district staff responsible for SIG implementation. The district ensures that individuals who can address the interview questions are present for the interview, including the person 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 intervention(s).

### Sample School Visit Schedule

(This is a sample schedule, schools may modify the order, but must adhere to the times provided).

#### 1-Day Site Visit

Day 1	
Time	Activity
8:00 – 8:30	Entrance Meeting at School
8:30-10:00	District Leadership Team Interview
10:00 – 12:00	Classroom Observations
12:00- 12:45	Lunch
12:45 – 1:45	Teacher Interviews
1:45-2:30	Student Interviews
After School (1.5 to 2 hours)	School Leadership Team Interviews
After SLT Interviews	Monitoring Team Debrief/Work Session

Based on a synthesis of information gathered regarding the district and school's implementation of the transformation or turnaround model, as well as compliance with federal requirements for school improvement grants, OSI will provide the district and school a monitoring report within 30-45 days of the site visit. Following is more specific information about the site visits conducted by the OSI monitoring teams.

## **Steps in Preparation for Annual Site Visits**

Prior to the annual site visits, OSI staff members provide initial training and follow-up technical assistance about the monitoring process. Specific roles and responsibilities for the OSI school improvement coaches, districts, schools, and the monitoring team are set out below:

### **OSI School Improvement Coaches**

- Contact the district and its school(s) to ensure that the monitoring schedule developed by the district is made available in a timely manner.
- Ensure that the school has secured adequate meeting space for the site visit team.
- Serve as the contact person to address any questions the district and its school(s) may have about the site visit process.
- Review the evidence of implementation from files compiled throughout the year as well as through Mississippi SOARS reports.
- Contact monitoring team members and ensure that all requested materials have been provided prior to the site visit.
- Review the monitoring schedule with the visiting team and ensure that all focus groups and classroom visits are handled in a professional manner.
- Facilitate the entrance conference with the school administrator(s) to gain context for the upcoming interviews and observations.
- Conclude the onsite monitoring visit with a brief exit conference with the school administrator(s).

### **District and its School(s)**

- Provide list of interview team members for each group except students. and the agenda one week prior to the monitoring visit.
- Provide access to their SIG documentation files during the annual site visit.
- Provide Mississippi SOARS guest login to the site visit team to demonstrate to the visiting team that the system is an integral part of their SIG school improvement process.
- Act as a partner in the site visit process
- Makes the purpose and process of the monitoring team's visit clear to all faculty and staff.
- Works with the monitoring team to ensure the visit runs smoothly.

- District and school leadership works collaboratively with the school improvement coaches during the visit to provide any additional documents requested.
- District and school leadership maintains good communication with the OSI school improvement coach throughout the process, candidly expressing concerns and feedback from staff.
- District and school leadership responds to the monitoring team’s feedback by stating their position and making available any additional evidence to support its position.
- Designate a quiet, private meeting space for the monitoring team. The space
- should allow for confidential meetings and should be available to monitoring team members for the full visit.
- To the extent possible, interviews and focus groups should not be scheduled in
- this space, but planned for elsewhere in the building.

### **Monitoring Team Members**

- Exhibit professionalism and maintain confidentiality at all times.
- Review district and school documents prior to the onsite visit and arrive at the site knowledgeable about the school’s SIG plan.
- Maintain notes from interviews and classroom visits that are used in completing their reports.
- Develop a written monitoring report, ensuring that the report reflects the consensus of the team.
- Submit the written monitoring report to the OSI within 20 days of the visit. OSI staff provides written feedback to the district and its school(s) within 30-45 days of the site visit.

## **Grant Renewal (If Applicable)**

### Evaluating Progress for Renewal

OSI will make grant renewal decisions for each school based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- **Leading Indicators**—A school must meet 6 of 9 leading indicator goals.
- **Lagging Indicators (achievement indicators)**—The school must meet a minimum of 50% of applicable achievement indicators.

Each LEA will be responsible for completing a Leading Indicator Report and a Lagging Indicator Report (Performance Framework) in the Mississippi SOARS online system.

### Leading Indicators

- Number of minutes within the school year and school day
- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
- Dropout rate
- Student attendance rate
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment courses
- Discipline incidents
- Truants
- Distribution of teachers by performance level on an LEA’s teacher evaluation system
- Teacher attendance rate

### Lagging Indicators (achievement indicators)

- School improvement status and AYP targets met and missed
- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup
- Average scale score on State assessments in reading/language arts and mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup
- Percentage of limited English proficient students who attain English language proficiency
- Graduation rate
- College enrollment

The Office of School Improvement (OSI) may grant exceptions to this rule if highly unusual, extenuating circumstances occur. In making this determination, the OSI will consider the district/school’s adherence to grant assurances, implementation progress as shown on the annual monitoring report, Mississippi SOARS online documentation, and interim reports from the OSI school improvement coaches.

### Implementation Expectations

Year 1 Implementation	< 25% of indicators of implementation rated as Not Addressed or No Evidence
Year 2 Implementation	< 10% of indicators of implementation rated as Not Addressed or No Evidence
Year 3 Implementation	No indicators of implementation rated as Not Addressed or No Evidence

In addition to meeting the thresholds for implementation described in the above chart, districts and schools are expected to show a continuum of progress moving from emerging evidence of meeting implementation standards through satisfactory evidence of meeting implementation standards and into exceeding the standards.

## Indicators of Implementation

### School Improvement Grant

The purpose of this document is to provide schools and districts a framework for implementation of their school improvement plan. It serves as a guide to inform the monitoring and support activities conducted by the School Improvement Coaches from the Mississippi Department of Education. The key components of the document reflect a comprehensive review and alignment with federal regulations, USDE School Improvement Guidance and school improvement resources. **Examples of evidence of implementation are provided to serve as a “guide” and should not be considered a restricted or an exhaustive list.**

<b>A. Organizational Structures</b>	<b>Examples of Evidence</b>
1. LEA and school conducted needs assessment to inform the SIG implementation plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of comprehensive needs assessment aligned with Title I Schoolwide plan (including surveys, interviews, etc.)</li> <li><input type="checkbox"/> Leading and lagging indicator progress reports</li> </ul>
2. LEA personnel are organized and assigned to support schools in their SIG implementation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation describing how LEA is organized to support/implement SIG, such as organizational charts and job descriptions</li> </ul>
3. LEA modified policies and practices to support full and effective implementation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation describing modifications to policies/practices (or statement that none were necessary)</li> </ul>
4. LEA provides sufficient operational flexibility to the principal to lead transformation or turnaround	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specific examples of staffing, resource allocation (e.g., human, fiscal, scheduling, calendar) and statement from the principal to support that he/she encounters no obstacles from LEA that prohibit SIG implementation</li> </ul>

A. Organizational Structures	Examples of Evidence
5. LEA has established a district turnaround office to support SIG implementation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Composition of district transformation team, schedule of meeting dates, meeting agendas/minutes</li> <li><input type="checkbox"/> Defined process for LEA monitoring of SIG implementation (MS SOARS data)</li> <li><input type="checkbox"/> Documentation of visits and specific technical assistance to schools</li> <li><input type="checkbox"/> Use of benchmark/interim data on leading and lagging indicators in instructional Decisions</li> </ul>
6. LEA and school recruit, screen, and select external partners	<ul style="list-style-type: none"> <li><input type="checkbox"/> Current documentation describing LEA’s competitive process and criteria for recruiting, screening, and approving external providers</li> <li><input type="checkbox"/> Interventions Annual Report</li> </ul>
7. LEA and school clearly specify expectations of external partners in contracts and continuously evaluate their performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contracts/agreements LEA has entered with external partners with goals, deliverables, and benchmarks of progress</li> <li><input type="checkbox"/> Documented process for following up on professional development activities</li> <li><input type="checkbox"/> Documented process for evaluating services of the external provider</li> <li><input type="checkbox"/> Interventions Annual Report</li> </ul>
8. All teachers meet in teams with clear expectations and time for instructional planning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional team planning schedules, agendas, meeting minutes that reflect instructional focus</li> </ul>
9. LEA and school have increased learning time for all students	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extended school days/school year, before and after school programs, summer programs</li> <li><input type="checkbox"/> Master schedule that reflects increase in core subject areas</li> <li><input type="checkbox"/> Leading indicator progress report</li> </ul>

<b>A. Organizational Structures</b>	<b>Examples of Evidence</b>
<p>10. School continuously evaluates the effectiveness of increased learning time</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student participation, measures of student academic progress and other student outcomes, reports from classroom observations</li> <li><input type="checkbox"/> Differentiated activities for individual students based on specific needs (individualized academic plans)</li> <li><input type="checkbox"/> Professional development for teachers targeted specifically at implementing effective extended learning strategies</li> </ul>

<b>B. Leadership</b>	<b>Examples of Evidence</b>
<p>1. Principal promotes a culture of shared accountability for meeting school improvement performance objectives</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Common topic in meetings with various stakeholders</li> <li><input type="checkbox"/> School culture of high expectations (e.g., student work displayed, minimize student/classroom disruption, student engagement, changes in student academic performance, student academic supports, family and community engagement in school)</li> <li><input type="checkbox"/> Teacher collaboration (e.g., professional learning communities), commitment beyond scheduled workday, involvement in leadership teams, volunteer participation on school committees, teacher job-satisfaction on opinion surveys)</li> </ul>
<p>2. Principal communicates a compelling vision for school improvement to all stakeholders</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple media formats used to communicate sense of urgency and message of change (e.g., public meetings, forums, newsletters, parent meetings, business/community partnerships)</li> <li><input type="checkbox"/> Students, school staff, and parents can articulate their role in achieving the school vision</li> </ul>



<b>B. Leadership</b>	<b>Examples of Evidence</b>
3. School leadership team meets regularly to manage SIG Implementation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Composition of school leadership team, schedule of meeting dates, meeting agenda/minutes</li> <li><input type="checkbox"/> Defined process for school monitoring of SIG implementation (MS SOARS data)</li> </ul>
4. School leadership team continuously uses data to drive school improvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of benchmark/interim data on all leading and lagging indicators in instructional decisions</li> <li><input type="checkbox"/> Resource allocations as determined by data</li> <li><input type="checkbox"/> Examples of changes that have occurred as a result of data analysis</li> </ul>
5. Principal continuously monitors the delivery of instruction in all classrooms	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom observation reports evidencing principal's presence in classrooms to monitor instructional delivery and effectiveness</li> </ul>
6. LEA and school leadership teams collect and monitor benchmark/ interim data on all SIG leading and lagging	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal process in place for continuous progress monitoring and adjustment as reflected in leadership team minutes</li> <li><input type="checkbox"/> Leading and lagging indicator progress reports (MS SOARS)</li> </ul>

<b>C. Personnel &amp; Professional Development</b>	<b>Examples of Evidence</b>
1. Principal possesses the competencies of a transformation leader	<ul style="list-style-type: none"> <li><input type="checkbox"/> Track record of success as evidenced by portfolio, student performance data, and related documentation</li> </ul>
2. LEA and school have a process in place for recruiting, placing, and retaining school teachers and leaders with the skills needed for school transformation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Board policies that outline recruitment and retention procedures</li> <li><input type="checkbox"/> Job announcements for positions with SIG school</li> <li><input type="checkbox"/> Financial incentives and/or opportunities for promotion and career growth</li> <li><input type="checkbox"/> Evidence in turnaround model of screening existing staff and rehiring no more than 50%</li> <li><input type="checkbox"/> Interview protocols and procedures for selecting new staff members</li> <li><input type="checkbox"/> Process for screening and interviewing candidates</li> </ul>

<b>C. Personnel &amp; Professional Development</b>	<b>Examples of Evidence</b>
3. LEA and school have a rigorous and transparent evaluation system with input from teachers and principals that includes evidence of student achievement/growth	<ul style="list-style-type: none"> <li><input type="checkbox"/> Publication of evaluation process / documents in faculty handbooks</li> <li><input type="checkbox"/> Board policy</li> <li><input type="checkbox"/> Training for teachers and administrators on new evaluation system</li> <li><input type="checkbox"/> Meeting minutes/sign-in sheets showing teacher and principal input</li> </ul>
4. LEA and school implemented the new evaluation system for principals and teachers	<ul style="list-style-type: none"> <li><input type="checkbox"/> LEA memorandum, announcements, rubrics outlining the evaluation criteria</li> <li><input type="checkbox"/> Schedule/copies of observation assessments of performance, ongoing collections of professional practice documents, documentation of constructive feedback</li> </ul>
5. School aligns professional development programs with teacher evaluation results	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of teacher evaluation summaries for patterns</li> <li><input type="checkbox"/> Improvement plans for teachers that include individualized, data-driven professional Development</li> </ul>
6. LEA and school have a system of rewards for school staff who positively impact student achievement and graduation rates	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of distribution of rewards (e.g. staff receiving awards, board meeting minutes)</li> <li><input type="checkbox"/> Board policy for distributing performance based incentives using data to support that performance goals were met</li> <li><input type="checkbox"/> Faculty handbook, memoranda, policies, and/or staff contract laying out system of rewards</li> </ul>

<b>C. Personnel &amp; Professional Development</b>	<b>Examples of Evidence</b>
7. LEA and school identify and support school staff who are struggling and remove staff who fail to improve their professional practice	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement plans, professional growth plans, targeted professional development, mentoring</li> <li><input type="checkbox"/> Faculty handbook, memoranda, and/or staff contract laying out system of consequences and multiple exit points for employees (voluntary departure, resignation, termination)</li> </ul>
8. LEA and school provide induction programs for new teachers and administrators	<ul style="list-style-type: none"> <li><input type="checkbox"/> Record of participation in specialized training institutes and leadership academies</li> <li><input type="checkbox"/> Mentorship programs</li> </ul>
9. School provides all staff with high-quality job-embedded, differentiated professional development to support school improvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Professional development opportunities aligned with teacher evaluations and student performance and subgroup needs (e.g., limited proficient students, students with disabilities)</li> <li><input type="checkbox"/> Learning opportunities aligned with state curriculum standards, and supports the implementation of instructional initiatives (e.g., technology integration, RtI, PBIS, content area programs, increased learning time programs)</li> <li><input type="checkbox"/> Ongoing conversations/analysis of student work and student data</li> <li><input type="checkbox"/> Professional development resources/materials provided by LEA to SIG school staff related to school reform model and effective instruction</li> <li><input type="checkbox"/> Professional development calendar for current school year</li> </ul>

<b>C. Personnel &amp; Professional Development</b>	<b>Examples of Evidence</b>
<p>10. School monitors extent that professional development changes teacher practice</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom observation reports on implementation of instructional changes</li> <li><input type="checkbox"/> Implementation/impact reports from external providers</li> <li><input type="checkbox"/> Instructional coaching schedules, walk-through observation notes</li> </ul>
<p>11. LEA has developed a plan/process to establish a pipeline of potential turnaround leaders</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Defined criteria and process for recruiting turnaround principals and teachers</li> <li><input type="checkbox"/> Career ladder/pathways for developing leaders within the district (e.g., mentoring program for new teacher leaders)</li> </ul>

<b>D. Curriculum and Instruction</b>	<b>Examples of Evidence</b>
<p>1. LEA and school establish annual goals for student achievement in all core areas</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of goals for each school in core content areas</li> <li><input type="checkbox"/> Leading and lagging indicator progress reports</li> </ul>
<p>2. LEA and school have a process for the selection of research-based instructional programs/strategies</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Current written documentation outlining the LEA's criteria and evaluation process for screening and selecting new instructional programs/strategies</li> </ul>

<b>D. Curriculum and Instruction</b>	<b>Examples of Evidence</b>
3. LEA and school align curriculum, instruction and assessment with state standards	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pacing guides, lesson plans showing vertical and horizontal alignment</li> </ul>
4. All teachers routinely assess students' mastery of CCRS standards	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meeting notes/minutes from teacher meetings examining student work for understanding (e.g., class work, class tests, projects, homework)</li> <li><input type="checkbox"/> Progress monitoring tools (e.g., Aims Web, MAPS, Dibels)</li> <li><input type="checkbox"/> Comprehensive formative assessment/common assessments</li> <li><input type="checkbox"/> Annual assessment calendar</li> <li><input type="checkbox"/> Examples of strategies used during lessons to informally assess student learning</li> </ul>
5. All teachers adjust instruction based on students' mastery of standards	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assigning students to targeted interventions (whole group, small group, computer based, project based, independent work)</li> <li><input type="checkbox"/> Differentiating instruction (e.g., lesson plans indicating different levels/concepts of instruction based on individual student needs, learning style profiles, individual learning plans, varying instructional resources)</li> </ul>
6. All teachers integrate technology- based interventions and supports into instructional practices	<ul style="list-style-type: none"> <li><input type="checkbox"/> Usage reports accompanying computer-based programs</li> <li><input type="checkbox"/> Lesson plans reflecting technology integration</li> <li><input type="checkbox"/> Classroom observations of technology use in instruction</li> </ul>

<b>D. Curriculum and Instruction</b>	<b>Examples of Evidence</b>
7. School provides students with opportunities to enroll in rigorous coursework for college and career- readiness	<ul style="list-style-type: none"> <li><input type="checkbox"/> Record of participation in advanced coursework, dual enrollment, small learning communities</li> <li><input type="checkbox"/> Individual graduation plans</li> <li><input type="checkbox"/> Documentation from graduation coaches, counselors, and/or social workers</li> </ul>
8. All teachers incorporate instructional strategies that promote higher-level learning for all students	<ul style="list-style-type: none"> <li><input type="checkbox"/> Questioning and discussion techniques to promote higher order thinking (e.g., application level or higher on Bloom’s taxonomy or comparable level in Depth of Knowledge [DoK]; facilitation of students’ thinking and problem-solving)</li> <li><input type="checkbox"/> Student projects</li> </ul>
9. All teachers actively engage students in the learning process	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observation notes from classroom walk-throughs (e.g., cooperative learning techniques, making lessons relevant to student experiences, differentiation of instruction)</li> </ul>
10. All teachers communicate clearly and effectively	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observations from classroom walk-throughs (e.g., students respond promptly, teachers check for student understanding)</li> <li><input type="checkbox"/> Multiple strategies are consistently used to communicate skills/concepts</li> <li><input type="checkbox"/> Student work reflects clear understanding of tasks</li> </ul>

<b>D. Curriculum and Instruction</b>	<b>Examples of Evidence</b>
11. All teachers maximize time available for instruction	<ul style="list-style-type: none"> <li><input type="checkbox"/> Records of student time on task</li> <li><input type="checkbox"/> Observations (i.e., maintains pacing and sequence of instruction)</li> </ul>
12. All teachers establish and maintain a culture of learning to high expectations	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observations and lesson plans (i.e., reflecting high level of rigor and engagement in learning, opportunities for self-directed learning, opportunities for all students to participate in learning process)</li> </ul>

<b>E. Support Systems/Strategies</b>	<b>Examples of Evidence</b>
1. LEA and district transformation specialists provide intensive, ongoing assistance to support school improvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research-based, school improvement information disseminated to school staff</li> <li><input type="checkbox"/> Documentation of instructional coaching</li> <li><input type="checkbox"/> Utilized process for providing continuous feedback to principal, teachers, and leadership teams to facilitate school improvement (MS SOARS)</li> </ul>
2. LEA and school ensure that external providers deliver intensive, ongoing assistance to support school reform strategies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of instructional coaching and activity logs</li> <li><input type="checkbox"/> Evaluations of services provided to school</li> <li><input type="checkbox"/> Quarterly documentation from roundtables with external providers and district/school leadership teams</li> </ul>

<b>E. Support Systems/Strategies</b>	<b>Examples of Evidence</b>
<p>3. School aligns allocation of resources (money, time, personnel) to school improvement goals</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School budgets and expenditures aligned with school goals</li> <li><input type="checkbox"/> Documentation of comprehensive budget planning designed to align funding streams</li> <li><input type="checkbox"/> Documentation of timely procurement and implementation of resources</li> </ul>
<p>4. School accesses innovative partnerships to support extended learning time</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 21st Century Community Learning Centers</li> <li><input type="checkbox"/> University partnerships</li> <li><input type="checkbox"/> Other community partners (e.g., faith-based, boys/girls clubs, retired teachers)</li> </ul>
<p>5. School and teachers provide parents with regular communication about learning standards, the progress of their child, and the parents' roles in supporting their child's success in school.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communication with parents through newsletters, emails, telephone calls, individual conferences, school events/activities</li> <li><input type="checkbox"/> Access to parent centers/training at various times and locations</li> <li><input type="checkbox"/> Dissemination of student progress reports/report cards</li> </ul>
<p>6. School includes parents in decision-making roles for school improvement</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent membership and active representation on leadership teams</li> <li><input type="checkbox"/> Examples of decisions that reflect parent involvement</li> <li><input type="checkbox"/> Interventions Annual Report</li> </ul>



<b>E. Support Systems/Strategies</b>	<b>Examples of Evidence</b>
7. School engages community members in partnerships that benefit students	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates with community in variety of formats (e.g., public service announcements, forums, newsletters, open-house)</li> <li><input type="checkbox"/> Community provides internships, job-shadowing for college/career readiness</li> <li><input type="checkbox"/> Guest instructors from community</li> <li><input type="checkbox"/> Community members on advisory councils, school leadership teams</li> <li><input type="checkbox"/> Interventions Annual Report</li> </ul>
8. School partners with community groups to provide social-emotional supports for students	<ul style="list-style-type: none"> <li><input type="checkbox"/> Health and wellness services which may be provided by community agencies for students (e.g., social workers, mental health facilities, department of human services, health clinics)</li> </ul>
9. School implements approaches to improve school climate and discipline	<ul style="list-style-type: none"> <li><input type="checkbox"/> Positive behavior supports, bullying prevention programs/activities, safe and orderly schools, character education programs, classroom management strategies</li> </ul>

## District (LEA) Interview Questions

### **IMPLEMENTATION:**

1. Describe what this school was like before implementing reform efforts as part of the school intervention model.
  - *LEA describes the school prior to SIG funding and before any reform efforts were implemented.*
  
2. Describe generally your process for implementing the SIG models at the school level.
  - *LEA describes the process for implementing the SIG models in its schools.*
  
3. Has the LEA made any structural changes to support the implementation of the SIG intervention models? (if applicable)
  - *LEA describes structural changes made, such as reassignment of duties, creation of turnaround offices, and addition of staff.*
  
4. How has the LEA addressed the following requirements:
  - Recruited, screened, and selected external partners, if applicable, to ensure their quality?
    - *Current documentation that describes the LEA's process and criteria for approving external providers*
    - *Contracts/Agreements the LEA has entered with external partners*
  - Modified its practices or policies, if necessary, to enable its schools to implement interventions fully and effectively?
    - *LEA describes how it has modified its policies and practices.*
  
5. What process did you use to replace the principal? When did, this occur?
  - *LEA describes its process and timeline for replacing the principal*
  
6. 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 intervention model*
  - *Job announcements for positions with SIG school.*

7. Where are you in the process of implementing 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 system.*
  
8. What new flexibility has the school been given with regard to model implementation? For example, specifically relating to:
  - Staffing?
  - Calendars?
  - Scheduling?
  - Budgeting?
  - *LEA describes new authority it has relating to SIG.*
  
9. What systems of rewards are in place for staff members who 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.*
  
10. 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 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.*
  
11. 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.*

**FISCAL:**

1. Describe your process and efforts for accounting for the spending of SIG funds.
  - *LEA describes its internal accounting and budget review process and the steps it takes to make sure expenditures are allowable.*

2. Did the SEA adjust your proposed budget or did you have to adjust your budget as part of your application?
  - *LEA describes any adjustments made to budgets or to programs based on budget adjustments.*
3. Has the LEA submitted any amendments to its application?
  - *LEA provides copies of any amendments.*
4. How much of the LEA's SIG award is being used at the district-level to support implementation of the selected school intervention models?
  - *LEA budget*
5. How is the LEA using these funds?
  - *LEA describes how funds are being used at the district level*
  - *Copies of invoices, personnel "runs," etc. that document expenditures of SIG funds*
6. 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*
7. How is the LEA ensuring that a school being served with SIG funds is still receiving all the funds that it would have received without the SIG award?
  - *LEA describes its process for ensuring that SIG funds do not supplant other funds*
  - *Comparability reports*
  - *Documentation of Title I ranking and allocation*

**TECHNICAL ASSISTANCE:**

1. Are you receiving support or guidance with regard to SIG implementation? If so, describe generally any support or guidance you are receiving regarding SIG?
  - *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*

2. 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?
  - *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*
3. In what areas does the LEA feel it needs to develop its capacity to provide better technical assistance to its schools?
  - *LEA describes any areas where it could use additional technical assistance*
4. 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 or its schools could use additional technical assistance*

**MONITORING:**

1. How is the LEA ensuring that each SIG school:
  - *Is fully implementing the selected intervention model?*
  - *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*

**DATA COLLECTION:**

1. What process is the LEA using to collect data on the leading and lagging 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?*
  - *LEA describes the data it is collecting, its process for collecting the data, and its protocols for managing data on the leading indicators*
2. 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*

3. Have you begun collecting any benchmark or interim data on the 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*

## School Leadership Team Interview Questions

### **IMPLEMENTATION:**

1. Describe what this school was like before implementing reform efforts as part of the school intervention model.
  - *School leadership team describes the school prior to the implementation of the SIG model and shares data from the school's needs assessment*
2. Describe the role of the Leadership Team in implementing the SIG plan.
3. 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.
  - *School leadership team describes its efforts to implement its model in response to the school's needs assessment*
  - *Implementation timeline submitted as part of the LEA's approved SIG application*
  - *School leadership team describes any reform efforts that were previously in place*
  - *School leadership team describes any changes made to its implementation timeline*

### **Questions Specifically for the school principal: (4, 5, 6)**

1. How long have you been principal at this school?
  - *Principal provides timeframe of hiring*
2. How are you and your staff evaluated? How was that system developed?
  - *Faculty handbook, memoranda, or other documentation outlining the criteria and process for teacher evaluation*
  - *Principal described how system was developed*
3. 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 describes any new authority given for school reform efforts*

4. What systems of rewards are in place for staff members who are having a positive impact on student achievement and graduation rates? How does the school support teachers who may be struggling?
  - *Faculty handbook, memoranda, or staff contract that lays out system of rewards for staff who are raising student achievement and remediation and consequences for staff who are not raising student achievement*
  - *Principal describes rewards and consequence system for staff, process for developing the system, and rationale for system in place?*
  
5. What types of professional development or professional support system have been provided by the LEA to support the implementation of school reform strategies? 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 models and effective instruction*
  
6. What instructional programs or instructional 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?
  - *School leadership team/principal describes process for selecting instructional programs and criteria used*
  - *Current written documentation outlining the criteria and evaluation process for screening and selecting new instructional programs*
  
7. What types of benchmarks have you set to measure progress? What types of data are you collecting to measure these benchmarks?
  - *Principal 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 leadership team shares any benchmark or interim data collected thus far*
  
8. How have you increased the learning time for students?
  - *Current year's and previous year's school schedule*
  
9. Describe the impact of increased learning time on student achievement.
  
10. 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*
11. What efforts have been made this year to engage families and the community in the school? How is that different from last year?
    - *Principal describes efforts to engage parents and the community*
  12. Do you think a different type of parent involvement is necessary to successfully engage parents and implement the model?
    - *Principal/school leadership team describes what they believe is necessary to successfully engage parents and implement the model*
  13. Is the school implementing other efforts to raise student achievement?
    - *Principal/school leadership team describes additional efforts being made to raise student achievement*
  14. How do you know the changes you and the school have made this year are working?
    - *School leadership team/principal describes the progress made and provides evidence of progress, for example interim data*

**FISCAL:**

1. How are you using SIG funds to support implementation of the SIG model in your school?
  - *School leadership team/principal describes how they are using SIG and other funds to support implementation*
2. In addition to SIG funds, what are the other sources of funds you receive?
  - *School level SIG budgets*

**TECHNICAL ASSISTANCE:**

1. How are the LEA and/or the SEA supporting your implementation of the model?
  - *School leadership team/principal describes any support it is receiving from the LEA and/or SEA*
2. Are there areas where you could use additional technical assistance?
  - *School leadership team/principal describes areas where it needs more technical assistance*

**MONITORING:**

1. Has anyone from the SEA or LEA visited to see how you are implementing your intervention model?
  - *School leadership team/principal describes any monitoring of their intervention that has been or they expect to be conducted by the LEA or SEA*

**DATA COLLECTION:**

1. Have you begun collecting any benchmark or interim data on the leading and lagging indicators? If so, what does the data show thus far?
  - *School leadership team/principal provides copies of and explains any benchmark or interim data it has collected, if available*

## Teacher Interview Questions

1. Describe generally what you know about the School Improvement Grant program and what that means for your school.
  - *Teachers describe what they know about SIG and/or school-level reforms that have taken place and their role in those reforms*
2. 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?
  - *Teachers describe own observations and impressions of the impact of reforms in the school*
3. 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*
2. Describe the [new] evaluation system that is being developed or that is in place for teachers?
  - *Teachers describe new evaluation process and their role in developing the evaluation system*
5. Are rewards available to staff for gains in student achievement levels?
  - *Teachers describe reward systems that are in place*
6. What opportunities are teachers given to make improvements in their practice?
  - *Teachers describe systems in place to support improvements*
7. 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, and provide examples of how they have used what they learned from professional development*
8. What new instructional programs or strategies are you using in your class this year?
  - *Teachers describe any new instructional programs/strategies they are using in their classes, how they are being used, and how those programs are impacting student learning*

9. 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*
  
10. 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*
  
11. 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*
  
12. 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*

## Student Interview Questions

***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 this year and the previous year.***

1. What are the three best things about your school?
2. Are there any things you don't like about your school? If so, what are they? Why?
3. 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?
4. Do your teachers have high expectations for you? How do you know?
5. Do you find your classes interesting and engaging? Give examples of how or how not.
6. Do you feel safe at school? Why or why not?

## Parent Survey Questions

### *Mississippi School Improvement Grant Parent Self-Assessment Survey*

Please indicate your opinion regarding each of the items below by placing an X in the appropriate box at the end of each statement using the scale provided.

**Never (or No) = 1 Sometimes = 2 Usually = 3 Always (or Yes) = 4 N/A = not applicable or don't know**

1. I get ongoing communication from my child's teacher and/or school to update me on my child's progress and learning standards.	1	2	3	4	n/a
2. At the beginning of the year, my child's teacher(s) provided tips on how I can help her/him (them) be more effective.	1	2	3	4	n/a
3. Parent conferences are held at a time convenient for me.	1	2	3	4	n/a
4. Phone calls I have made to teachers are returned promptly.	1	2	3	4	n/a
5. I feel I am welcome to visit my child's classroom.	1	2	3	4	n/a
6. I have been encouraged to become a trained volunteer in my child's classroom.	1	2	3	4	n/a
7. District administrators visit my child's school to interact with students.	1	2	3	4	n/a
8. Student successes are celebrated at every school board meeting.	1	2	3	4	n/a
9. The principal and teachers at my child's school congratulate students for outstanding work.	1	2	3	4	n/a
10. Parents are surveyed annually by the district/my child's school regarding education matters of the district/my child's school.	1	2	3	4	n/a
11. Parents are regularly involved in planning and evaluating key aspects of the district goals and objectives.	1	2	3	4	n/a
12. Parents from my child's school meet with the principal on a regular, planned basis.	1	2	3	4	n/a
13. I understand and support the vision and goals of my child's school.	1	2	3	4	n/a
14. I am aware of the district crisis response plan.	1	2	3	4	n/a
15. I know what I am to do if a crisis should occur at my child's school.	1	2	3	4	n/a
16. I have heard the principal of my child's school speak about my child's school to my church and/or civic organization meetings I have attended.	1	2	3	4	n/a
17. I have heard teachers of my child's school speak about my child's school at my church and/or civic organization meetings I have attended.	1	2	3	4	n/a
18. I have heard the district superintendent speak about education at my church and/or civic organization meetings I have attended.	1	2	3	4	n/a

## Appendix B

19. I regularly receive a newsletter from my child's school.	1	2	3	4	n/a
20. I attend Open Houses held at my child's school.	1	2	3	4	n/a
21. When the school holds an Open House, it is a positive and informative experience.	1	2	3	4	n/a
22. I attend at least three school-sponsored, parent-driven special events a year at my child's school.	1	2	3	4	n/a
23. I actively participate in the parent/teacher organization at my child's school.	1	2	3	4	n/a
24. Parents are provided information regarding the selection of external partners and the partners' roles in the school.	1	2	3	4	n/a
25. I am aware of the extended learning time programs at my child's school and the partnerships which support these programs.	1	2	3	4	n/a

## Indicators of Fiscal Compliance

### School Improvement Grant

The purpose of this document is to provide schools and districts a framework for compliance requirements for the School Improvement Grant 1003(g). It serves as a guide for monitoring and support activities conducted by the Mississippi Department of Education. The key components of the document reflect a comprehensive review and alignment with federal regulations, and USDE School Improvement Guidance. Examples of evidence of implementation at the school-level and at the district-level are provided. Examples of evidence are intended as a “guide” and should not be considered a restricted list.

The following items, at a minimum, should be available for review during the fiscal monitoring visit. (These items will encompass all the *Examples of Evidence* as noted in the chart below).

- Board minutes
- Copies of approved School Improvement Grant (SIG) application and all related budget amendments
- Personnel information
  - List of SIG personnel
  - Job descriptions
  - Copies of contracts for SIG employees
  - Semi-annual certifications
  - Personnel Activity Reports
  - Time and attendance records
  - Payroll Distribution Report
- Evidence of expenditures
  - LEA purchasing policy and procedures
  - District detail budget report
  - Purchase orders, contracts, invoices, etc. available on site
  - Bids for goods and services



- Evaluation of bids, contracts, and/or awards
  - Proof of advertisements, including posting to MS bids website
  - Evaluation documentation
  - Documentation of Board approval of award or contract
  - Contracts with terms and conditions, if applicable
- Cash Management
  - Documentation to support request for funds
- Fixed Assets
  - Fixed asset listing of equipment purchased with SIG funds by room location

Activities Allowed or Unallowed Allowable Cost/Cost Principles	Examples of Evidence	Comments Reference
1. Is it evident that budgets and expenditures for the School Improvement Grant 1003(g) are: <ul style="list-style-type: none"> <li>a. Allocable?</li> <li>b. Reasonable and necessary?</li> <li>c. Meeting program intent and purposes?</li> <li>d. Aligned with the approved application on file at the SEA?</li> <li>e. Obligated and liquidated in accordance with the approved plan within the approved grant period?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Improvement Grant 1003(g) program applications</li> <li><input type="checkbox"/> Evidence of expenditures (district detail budget report, purchase orders, contracts, staffing, invoices, etc.) available on-site</li> <li><input type="checkbox"/> Other _____</li> </ul>	

Activities Allowed or Unallowed Allowable Cost/Cost Principles	Examples of Evidence	Comments Reference
2. Has the LEA submitted amendments to request changes in the School Improvement Grant 1003(g), and was MDE approval granted prior to implementation of program modifications?	<input type="checkbox"/> Approved amendment form(s) by program	
3. Is it evident that contracts and agreements for products and services are made in accordance with applicable federal, state, and local regulations as well as audit guidelines?	<input type="checkbox"/> Copies of contracts and agreements <input type="checkbox"/> LEA purchasing policies and procedures	
4. Is time and effort documentation available, approved, and signed by appropriate individuals, if applicable?	<input type="checkbox"/> List of SIG personnel <input type="checkbox"/> Personnel Activity Reports <input type="checkbox"/> Semi-annual certifications <input type="checkbox"/> Job descriptions <input type="checkbox"/> Payroll records <input type="checkbox"/> Work schedules	
5. Are there employees that are partially paid from SIG funds	<input type="checkbox"/> Financial records <input type="checkbox"/> Other _____	
6. For employees paid from multiple funding sources, do timesheets properly reflect worked performed in each cost objective	<input type="checkbox"/> Personnel Activity Reports <input type="checkbox"/> Job descriptions <input type="checkbox"/> Payroll records <input type="checkbox"/> Work schedules	

Activities Allowed or Unallowed Allowable Cost/Cost Principles	Examples of Evidence	Comments Reference
7. If salaries are prorated and not paid from one funding source, are benefits prorated based on the funding ratio? Verify a sample of transactions.	<input type="checkbox"/> Payroll records <input type="checkbox"/> Financial records	
8. Does the LEA exercise administrative control and assume responsibility for monitoring the funded programs to ensure compliance with any formal agreements and applicable statutory requirements?	<input type="checkbox"/> LEA-level person assigned to monitor the program(s) <input type="checkbox"/> Written records/schedules of monitoring visits <input type="checkbox"/> Budget and expenditure reports	

Cash Management	Examples of Evidence	Comments Reference
10. Does entity request funds on a reimbursement basis only? If not, does entity either minimize the time elapsing between the transfer of funds and their disbursement or calculate and remit interest earned on advances?	<input type="checkbox"/> Financial records <input type="checkbox"/> Other _____	

Cash Management	Examples of Evidence	Comments Reference
11. Determine whether interest earned on advances was reported/ remitted as required.	<input type="checkbox"/> Financial records <input type="checkbox"/> Other _____	
12. Determine by reviewing accounting records and comparing to actual request for funds that the funds drawn were for reimbursement or either for the immediate needs of the district. Immediate need is defined as disbursed within 72 hours of receipt.	<input type="checkbox"/> Request for funds <input type="checkbox"/> Financial records	

Matching, Level of Effort, Earmarking - Supplement Not Supplant	Examples of Evidence	Comments Reference
13. An LEA that uses SIG funds to serve one or more Title I Tier I, Tier II, or Tier III schools that operate a schoolwide program, may use SIG funds only to supplement the amount of non-Federal funds that the school would otherwise have received if it were not operating the schoolwide program, including those funds necessary to provide services required by law for students with disabilities and limited English proficient students. Tier I and Tier II schools must operate a	<input type="checkbox"/> Financial records <input type="checkbox"/> Other _____	

Matching, Level of Effort, Earmarking - Supplement Not Supplant	Examples of Evidence	Comments Reference
<p>schoolwide program to implement one of the SIG school intervention models. However, a school does not need to identify particular children as eligible to participate or demonstrate that SIG funds are used only for activities that supplement those the school would otherwise provide with non-Federal funds (Sections 1114(a)(2)(A)(ii) and (B) of ESEA (20 USC 6314(a)(2)(A)(ii) and (B))).</p>		

Period of Availability	Examples of Evidence	Comments Reference
<p>14. Does the LEA have records to support whether funds were obligated and liquidated within the approved School Improvement grant 1003(g) grant period?</p>	<p><input type="checkbox"/> Financial records  <input type="checkbox"/> Other _____</p>	
<p>15. Has the LEA submitted amendments to request changes in the categories of the approved grant? 2 CFR Part 200</p>	<p><input type="checkbox"/> Approved amendment form(s)  <input type="checkbox"/> Other _____</p>	
<p>16. Did the amounts expended during the grant period agree with the activities in the approved application? 2 CFR Part 200</p>	<p><input type="checkbox"/> Reference School Improvement grant 1003(g) application  <input type="checkbox"/> Expenditure reports</p>	

Period of Availability	Examples of Evidence	Comments Reference
	<input type="checkbox"/> Purchase orders, invoices, checks, etc. <input type="checkbox"/> Other _____	
17. Does the LEA maintain separate accounting records of funds made available under the School Improvement Grant 1003(g)?m2 CFR Part 200	<input type="checkbox"/> Expenditure reports <input type="checkbox"/> Review and observation of accounting procedures <input type="checkbox"/> Other _____	

Procurement and Suspension and Debarment	Examples of Evidence	Comments Reference
<p>18. Does the entity have procurement policies that address compliance with applicable Federal requirements</p>	<p><input type="checkbox"/> Board policies  <input type="checkbox"/> Other _____</p>	
<p>19. Does the entity have written procurement policies and procedures that address the following:  a. Selection procedures require that solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured, identify all requirements that the offerors must fulfill, and include all other factors to be used in evaluating bids or proposals</p>	<p><input type="checkbox"/> Board policies  <input type="checkbox"/> Other _____</p>	

Procurement and Suspension and Debarment	Examples of Evidence	Comments Reference
<p>20. Does the entity perform a verification check for covered transactions, by checking the EPLS, collecting a certification from the entity, or adding a clause or condition to the covered transaction with the entity?</p>	<p><input type="checkbox"/> Financial records  <input type="checkbox"/> Other _____</p>	
<p>21. Test the sample of procurements and sub-awards against the EPLS, and ascertain if covered transactions were awarded to suspended or debarred parties.</p>	<p><input type="checkbox"/> Financial records  <input type="checkbox"/> Other _____</p>	
<p>22. Select a sample of procurements and perform the following:</p> <p>a. Examine contract files and verify that they document the significant history of the procurement, including the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis of contract price</p> <p>b. Verify that procurements provide full and open competition</p>	<p><input type="checkbox"/> Board minutes  <input type="checkbox"/> Bid files  <input type="checkbox"/> Evaluations of bids  <input type="checkbox"/> Other _____</p>	



Procurement and Suspension and Debarment	Examples of Evidence	Comments Reference
<p>c. Examine documentation in support of the rationale to limit competition in those cases where competition was limited and ascertain if the limitation was justified</p> <p>d. Verify that contract files exist and ascertain if appropriate cost or price analysis was performed in connection with procurement actions, including contract modifications and that this analysis supported the procurement action</p> <p>e. Verify that the Federal awarding agency approved procurements exceeding \$150,000 when such approval was required. Procurements (1) awarded by noncompetitive negotiation, (2) awarded when only a single bid or offer was received, (3) awarded to other than the apparent low bidder, or (4) specifying a “brand name” product may require prior Federal awarding agency approval.</p> <p>f. Verify compliance with other procurement requirements specific to the award. MS Code 1972 Ann. Sections 31-7-1, et. al</p>		

## **Federal Requirements for Transformation Model**

- 1. Replace the principal who led the school prior to commencement of the transformation model.**
- 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that a) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and b) are designed and developed with teacher and principal involvement.**
- 3. 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.**
- 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.**
- 5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.**
- 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.**
- 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.**
- 8. Establish schedules and strategies that provide increased learning time.**
- 9. Provide ongoing mechanisms for family and community engagement.**

- 12. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.**
- 13. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or EMO).**

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The SIG Monitoring and Accountability Plan was developed in 2012 in collaboration with Erin McCann, PhD, Southeast Comprehensive Center at SEDL, 4700 Mueller Blvd., Austin, Texas, 78723, (800) 476-6861. It was revised in 2017 by the Mississippi Department of Education's Office of School Improvement.