School Improvement Grant 1003(g)

Monitoring and Accountability Plan

Table of Contents

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

Overview

The Office of School Recovery (OSR) 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 OSR ensures a comprehensive evidence base. The OSR 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 Implementation Specialists from the OSR; 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.

OSR 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 OSR 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 set out 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 OSR Implementation Specialists
Implementation Specialists from the OSR 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. Implementation Specialists use the *Indicators of Implementation* 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, implementation specialists complete and submit a site visit report to the OSR. Following OSR 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.

Implementation specialists complete a mid-year rating of the status of their districts and schools on SIG implementation progress (scale: 1 = not addressed or no evidence, 2 = emerging/limited evidence, 3 = satisfactory evidence supported from multiple sources, 4 = evidence exceeds standard, 5 = extensive evidence aligned with exemplary implementation). Ratings are given on each indicator within the *Indicators of Implementation* document (Appendix A). In addition to ratings of progress, implementation specialists 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 Star Online Monitoring and Reporting System. Mississippi Star is a web-based tool that guides district and school leadership teams in charting their improvement and managing the continuous improvement process. Mississippi Star 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 Star enables district school improvement specialists to assist the teams through coaching comments about the team's ongoing work. Coaching comments may be offered by the director of the OSR, by the assigned implementation specialist, 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 Star 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 Star 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 OSR conducts an annual on-site fiscal monitoring visit. The purpose of this visit is to ensure compliance with School Improvement Grant 1003(g) and American Recovery and Reinvestment Act regulations as well as to provide support to districts and schools as they implement their improvement plans. OSR 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 Circular A-133 Compliance Supplement and the American Recovery and Reinvestment Act regulations. 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 OSR. 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.

> **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).

> **School Site-Visit**   The monitoring team interviews the school's SIG leadership team, teachers, parents, and students and visits 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 the school administrator(s) to provide context for the interviews and classroom observations, and concludes with a brief exit conference with the school administrator(s).

> - **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 will be conducted.

- **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, nor should members of the school's leadership team or the district be present during this interview.

- **Parent Group Interview**   A pre-selected group of 8-10 parents of students currently enrolled in the school will be interviewed. Participants should be parents who are not employees of the school district.

- **Classroom Observations and Student Interviews**   The site visit team receives a tour of the school and classrooms to illustrate the implementation of school SIG interventions (e.g., efforts to change school culture, data use, programs/strategies being implemented). A school leadership team member guides the monitoring team into 3-4 classrooms for a period of 5 to 10 minutes each and explains what the monitoring team will observe and how it reflects SIG implementation. While in at least one of the classrooms, the monitoring team also spends approximately 15 minutes interviewing the entire class of students.

  Sample School Visit Schedule

  DAY 1
10:00 – 12:00	Entrance Meeting with District Leadership Team
12:00 – 12:45	**Lunch**
1:00 – 2:15	Classroom Observations & Student Interviews
2:15 – 5:00	Monitoring Team Work Session

  DAY 2
8:00 – 8:30	Entrance Meeting at School
8:30 – 10:30	School Leadership Team Interview
10:45 – 11:30	Teacher Interviews
11:45 – 1:00	Parent Interviews over Lunch
1:00 – 3:00	Monitoring Team Work Session
3:00 – 3:15	Exit with School Administrator(s)

Monitoring Report   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, OSR 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 OSR monitoring teams.

Steps in Preparation for Annual Site Visits

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

OSR Implementation Specialist
- 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 Star 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 access to their SIG documentation files during the annual site visit.
- Provide Mississippi Star 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 OSR Implementation Specialist during the visit to provide any additional documents requested.
  - District and school leadership maintains good communication with the OSR implementation specialist throughout the process, honestly 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 quite, 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.

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

Grant Renewal

Evaluating Progress for Renewal
OSR 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 Star online system.

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

OSR may grant exceptions to this rule if highly unusual, extenuating circumstances occur. In making this determination, OSR will consider the district/school's adherence to grant assurances, implementation progress as shown on the annual monitoring report, Mississippi Star online documentation, and interim reports from OSR implementation specialists.

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 Implementation Specialists 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 list.

A. *Organizational Structures*	**Examples of Evidence**
1. LEA and school conducted needs assessment to inform the SIG implementation plan	☐ Copy of comprehensive needs assessment aligned with Title I Schoolwide plan (including surveys, interviews, etc.) ☐ Leading and lagging indicator progress reports
2. LEA personnel are organized and assigned to support schools in their SIG implementation	☐ Documentation describing how LEA is organized to support/implement SIG, such as organizational charts and job descriptions
3. LEA modified policies and practices to support full and effective implementation	☐ Documentation describing modifications to policies/practices (or statement that none were necessary)
4. LEA provides sufficient operational flexibility to the principal to lead transformation or turnaround	☐ 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

A. *Organizational Structures*	Examples of Evidence
5. LEA has established a district turnaround office to support SIG implementation	☐ Composition of district transformation team, schedule of meeting dates, meeting agendas/minutes ☐ Defined process for LEA monitoring of SIG implementation (MS Star data) ☐ Documentation of visits and specific technical assistance to schools ☐ Use of benchmark/interim data on leading and lagging indicators in instructional decisions
6. LEA and school recruit, screen, and select external partners	☐ Current documentation describing LEA's competitive process and criteria for recruiting, screening, and approving external providers ☐ Interventions Annual Report
7. LEA and school clearly specify expectations of external partners in contracts and continuously evaluate their performance	☐ Contracts/agreements LEA has entered into with external partners with goals, deliverables, and benchmarks of progress ☐ Documented process for following up on professional development activities ☐ Documented process for evaluating services of the external provider ☐ Interventions Annual Report
8. All teachers meet in teams with clear expectations and time for planning	☐ Instructional team planning schedules, agendas, meeting minutes that reflect instructional focus
9. LEA and school have increased learning time for all students	☐ Extended school days/school year, before and afterschool programs, summer programs ☐ Master schedule that reflects increase in core areas ☐ Leading indicator progress report

A. *Organizational Structures*	Examples of Evidence
10. School continuously evaluates the effectiveness of increased learning time	☐ Student participation, measures of student academic progress and other student outcomes, reports from classroom observations ☐ Differentiated activities for individual students based on specific needs (individualized academic plans) ☐ Professional development for teachers targeted specifically at implementing effective extended learning strategies

B. *Leadership*	Examples of Evidence
1. Principal promotes a culture of shared accountability for meeting school improvement performance objectives	☐ Common topic in meetings with various stakeholders ☐ School culture of high expectations (e.g., student work displayed, minimized student/ classroom disruption, student engagement, changes in student academic performance, student academic supports, family and community engagement in school) ☐ 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)
2. Principal communicates a compelling vision for school improvement to all stakeholders	☐ Multiple media formats used to communicate sense of urgency and message of change (e.g., public meetings, forums, newsletters, parent meetings, business/community partnerships) ☐ Students, school staff, and parents can articulate their role in achieving the school vision
3. School leadership team meets regularly to manage SIG implementation	☐ Composition of school leadership team, schedule of meeting dates, meeting agendas/minutes ☐ Defined process for school monitoring of SIG implementation (MS Star data)
4. School leadership team continuously uses data to drive school improvement	☐ Use of benchmark/interim data on all leading and lagging indicators in instructional decisions ☐ Resource allocations as determined by data ☐ Examples of changes that have occurred as a result of data analysis

B. Leadership	Examples of Evidence
5. Principal continuously monitors the delivery of instruction in all classrooms	☐ Classroom observation reports evidencing principal's presence in classrooms to monitor instructional delivery and effectiveness
6. LEA and school leadership team collect and monitor benchmark/ interim data on all SIG leading and lagging indicators	☐ Formal process in place for continuous progress monitoring and adjustment as reflected in leadership team minutes ☐ Leading and lagging indicator progress reports (MS Star)

C. Personnel & Professional Development	Examples of Evidence
1. Principal possesses the competencies of a transformation leader	☐ Track record of success as evidenced by portfolio, student performance data, and related documentation
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	☐ Board policies that outline recruitment and retention procedures ☐ Job announcements for positions with SIG school ☐ Financial incentives and/or opportunities for promotion and career growth ☐ Evidence in turnaround model of screening existing staff and rehiring no more than 50% ☐ Interview protocols and procedures for selecting new staff members ☐ Process for screening and interviewing candidates
3. LEA and school have developed a rigorous and transparent evaluation system with input from teachers and principals that includes evidence of student achievement/growth	☐ Publication of evaluation process / documents in faculty handbooks ☐ Board policy ☐ Training for teachers and administrators on new evaluation system ☐ Meeting minutes/sign-in sheets showing teacher and principal input

C. Personnel & Professional Development	Examples of Evidence
4. LEA and school implemented the new evaluation system for principals and teachers	☐ LEA memorandum, announcements, rubrics outlining the evaluation criteria ☐ Schedule/copies of observation assessments of performance, ongoing collections of professional practice documents, documentation of constructive feedback
5. School aligns professional development programs with teacher evaluation results	☐ Analysis of teacher evaluation summaries for patterns ☐ Improvement plans for teachers that include individualized, data-driven professional development
6. LEA and school have a system of rewards for school staff who positively impact student achievement and graduation rates	☐ Evidence of distribution of rewards (i.e. staff receiving awards, board meeting minutes) ☐ Board policy for distributing performance based incentives using data to support that performance goals were met ☐ Faculty handbook, memoranda, policies, and/or staff contract laying out system of rewards
7. LEA and school identify and support school staff who are struggling and remove staff who fail to improve their professional practice	☐ Improvement plans, professional growth plans, targeted professional development, mentoring ☐ Faculty handbook, memoranda, and/or staff contract laying out system of consequences and multiple exit points for employees (voluntary departure, resignation, termination)
8. LEA and school provide induction programs for new teachers and administrators	☐ Record of participation in specialized training institutes and leadership academies ☐ Mentorship programs
9. School provides all staff with high-quality, job-embedded, differentiated professional development to support school improvement	☐ Professional development opportunities aligned with teacher evaluations and student performance and subgroup needs (e.g., limited proficient students, students with disabilities) ☐ 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)

C. Personnel & Professional Development	Examples of Evidence
	☐ Ongoing conversations/analysis of student work and student data ☐ Professional development resources/materials provided by LEA to SIG school staff related to school reform model and effective instruction ☐ Professional development calendar for current school year
10. School monitors extent that professional development changes teacher practice	☐ Classroom observation reports on implementation of instructional changes ☐ Implementation/impact reports from external providers ☐ Instructional coaching schedules, walk-through observation notes
11. LEA has developed a plan/process to establish a pipeline of potential turnaround leaders	☐ Defined criteria and process for recruiting turnaround principals and teachers ☐ Career ladder/pathways for developing leaders within the district (i.e., mentoring program for new teacher leaders)

D. Curriculum and Instruction	Examples of Evidence
1. LEA and school establish annual goals for student achievement in all core areas	☐ Copies of goals for each school in core content areas ☐ Leading and lagging indicator progress reports
2. LEA and school have a process for the selection of research-based instructional programs/strategies	☐ Current written documentation outlining the LEA's criteria and evaluation process for screening and selecting new instructional programs/strategies

D. Curriculum and Instruction	Examples of Evidence
3. LEA and school align curriculum, instruction and assessment with state standards	☐ Pacing guides, lesson plans showing vertical and horizontal alignment
4. All teachers routinely assess students' mastery of instructional objectives	☐ Meeting notes/minutes from teacher meetings examining student work for understanding (e.g., class work, class tests, projects, homework) ☐ Progress monitoring tools (e.g., Aims Web, MAPS, STAR, Dibels) ☐ Comprehensive formative assessment/common assessments ☐ Annual assessment calendar ☐ Examples of strategies used during lessons to informally assess student learning
5. All teachers adjust instruction based on students' mastery of objectives	☐ Assigning students to targeted interventions (whole group, small group, computer based, project based, independent work) ☐ 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)
6. All teachers integrate technology-based interventions and supports into instructional practices	☐ Usage reports accompanying computer-based programs ☐ Lesson plans reflecting technology integration ☐ Classroom observations of technology use in instruction
7. All teachers provide students with opportunities to enroll in and master rigorous coursework for college and career-readiness	☐ Record of participation in advanced coursework, dual enrollment, small learning communities ☐ Individual graduation plans ☐ Documentation from graduation coaches, counselors, and/or social workers

D. Curriculum and Instruction	Examples of Evidence
8. All teachers incorporate instructional strategies that promote higher-level learning for all students	☐ Questioning and discussion techniques to promote higher order thinking (i.e., application level or higher on Bloom's taxonomy or comparable level in Depth of Knowledge [DoK]; facilitation of students' thinking and problem-solving) ☐ Student projects
9. All teachers actively engage students in the learning process	☐ Observation notes from classroom walk-throughs (i.e., cooperative learning techniques, making lessons relevant to student experiences, differentiation of instruction)
10. All teachers communicate clearly and effectively	☐ Observations from classroom walk-throughs (i.e., students respond promptly, teachers check for student understanding) ☐ Multiple strategies are consistently used to communicate skills/concepts ☐ Student work reflects clear understanding of tasks
11. All teachers maximize time available for instruction	☐ Records of student time on task ☐ Observations (i.e., maintains pacing and sequence of instruction)
12. All teachers establish and maintain a culture of learning to high expectations	☐ 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)

E. Support Systems/Strategies	Examples of Evidence
1. LEA and district transformation specialists provide intensive, ongoing assistance to support school improvement	☐ Research-based, school improvement information disseminated to school staff ☐ Documentation of instructional coaching ☐ Utilized process for providing continuous feedback to principal, teachers, and leadership teams to facilitate school improvement (MS Star)

E. Support Systems/Strategies	Examples of Evidence
2. LEA and school ensure that external providers deliver intensive, ongoing assistance to support school reform strategies	☐ Documentation of instructional coaching and activity logs ☐ Evaluations of services provided to school ☐ Quarterly documentation from roundtables with external providers and district/school leadership teams
3. School aligns allocation of resources (money, time, personnel) to school improvement goals	☐ School budgets and expenditures aligned with school goals ☐ Documentation of comprehensive budget planning designed to align funding streams ☐ Documentation of timely procurement and implementation of resources
4. School accesses innovative partnerships to support extended learning time	☐ 21st Century Community Learning Centers ☐ University partnerships ☐ Other community partners (e.g., faith-based, boys/girls clubs, retired teachers)
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.	☐ Communication with parents through newsletters, emails, telephone calls, individual conferences, school events/activities ☐ Access to parent centers/training at various times and locations ☐ Dissemination of student progress reports/report cards
6. School includes parents in decision-making roles for school improvement	☐ Parent membership and active representation on leadership teams ☐ Examples of decisions that reflect parent involvement ☐ Interventions Annual Report

E. Support Systems/Strategies	Examples of Evidence
7. School engages community members in partnerships that benefit students	☐ Communicates with community in variety of formats (e.g., public service announcements, forums, newsletters, open-house) ☐ Community provides internships, job-shadowing for college/career readiness ☐ Guest instructors from community ☐ Community members on advisory councils, school leadership teams ☐ Interventions Annual Report
8. School partners with community groups to provide social-emotional supports for students	☐ 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)
9. School implements approaches to improve school climate and discipline	☐ Positive behavior supports, bullying prevention programs/activities, safe and orderly schools, character education programs, classroom management strategies

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 into 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 a new teacher evaluation system?
   - *LEA describes where it is in the process of developing its new staff evaluation system and who is involved.*
   - *LEA memorandum, announcements, or rubrics outlining the evaluation system.*

8. What new flexibility has the school been given with regards 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 2010-2011 school year.*
    - *LEA memorandum, announcements, or agendas for professional development meetings.*
    - *Professional development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction.*

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:

12. 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.*

13. 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.*

14. Has the LEA submitted any amendments to its application?

    - *LEA provides copies of any amendments.*

15. 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.*

16. 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.*

17. 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.*

18. 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:

19. 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.*

20. 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.*

21. 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.*

22. 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:

23. 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:

24. 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.*

25. 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.*

26. 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 particular 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)

4. How long have you been principal at this school?
   - *Principal provides timeframe of hiring.*

5. 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.*

6. 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.*

7. 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 system, and rationale for system in place.*

8. 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.*

9. 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.*

10. 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.*

11. How have you increased the learning time for students?
    - *Current year's and previous year's school schedule.*

12. Describe the impact of increased learning time on student achievement.

13. 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.*

14. 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.*

15. 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.*

16. Is the school implementing other efforts to raise student achievement?
    - *Principal/school leadership team describes additional efforts being made to raise student achievement.*

17. 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:

18. 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.*

19. In addition to SIG funds, what are the other sources of funds you receive?
    - *School level SIG budgets.*

TECHNICAL ASSISTANCE:

20. 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.*

21. Are there areas where you could use additional technical assistance?
    - *School leadership team/principal describes areas where it needs more technical assistance.*

MONITORING:

22. 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:

23. 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.*

4. 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.*

Parent Interview Questions

1. Are you new to the [school name] community?

   For questions #2-10,

   - *Parents describe the changes they have seen in the school as well as their impressions of the school culture and academic expectations.*
   - *Parents describe their involvement in the reform planning efforts.*

2. Describe generally, what you know about the School Improvement Grant program or changes and reforms that have taken place in the school this year.

3. What was the school like last year? How does that compare to the school this year?

4. What do your children say about the school?

5. How did the district or school inform you about the changes that would take place?

6. Did you have any opportunity to make suggestions on the changes that should be made or give feedback on the changes that would be made?

7. What programs and supports are provided by the school or school district that help you and your family?

8. What programs for parents at your school make a positive difference in your child's education (e.g., programs that assist with helping with homework or math and reading nights, etc.)?

9. How have you been involved in the school this year? For example, volunteering, PTA/PTO membership, school improvement team member, tutor, mentor, etc.)

10. Does your school have a parent center or parent liaison?

    For questions #11-15,

    - *Parents describe the ways the school and teachers communicate with them, how they are involved in the school itself, and how they support their child's education.*

11. How does the school communicate with you (e.g., newsletters, conference, telephone calls, emails, flyers, and websites)? What information do they provide? How frequently do you have communication from the school?

12. How often do you communicate with your child's teacher(s) about your child's progress in school? In what format?

13. What would you suggest to improve communication and information sharing that would make things easier for parents and students?

14. How are you and other parents encouraged to attend parent meetings and other parent activities?

15. How could the school be more welcoming and open to families and the community?

Student Interview Questions

For these 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?

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) and American Recovery and Reinvestment Act (ARRA). 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, USDE School Improvement Guidance, 2011 OMB Circular A-133 Compliance Supplement, and ARRA regulations. 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 of 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
  - Request for Proposals with American Recovery and Reinvestment Act (ARRA) terms and conditions, if applicable
  - Proof of advertisements, including posting to MS bids website and ARRA bids website
  - Evaluation documentation
  - Documentation of Board approval of award or contract
  - Contracts with ARRA terms and conditions, if applicable
- Cash Management
  - Documentation to support request for funds
- American Recovery and Reinvestment Act (ARRA) reporting
  - Documentation to support amounts reported for expenditures, jobs created and jobs retained, vendor jobs, and FTEs
- 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: a. Allocable? b. Reasonable and necessary? c. Meeting program intent and purposes? d. Aligned with the approved application on file at the SEA? e. Obligated and liquidated in accordance with the approved plan within the approved grant period? OMB Circular A-87	☐ School Improvement Grant 1003(g) program applications ☐ Evidence of expenditures (district detail budget report, purchase orders, contracts, staffing, invoices, etc.) available on-site ☐ Other_____	

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? 34 CFR 80.30	☐ 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? 34 CFR 80.36	☐ Copies of contracts and agreements ☐ LEA purchasing policies and procedures	
4. Is time and effort documentation available, approved, and signed by appropriate individuals, if applicable? OMB Circular A-87, Appendix B to Part 225, 8(h)	☐ List of SIG personnel ☐ Personnel Activity Reports ☐ Semi-annual certifications ☐ Job descriptions ☐ Payroll records ☐ Work schedules	
5. Are there employees that are partially paid from SIG funds (ARRA or non-ARRA)?	☐ Financial records ☐ Other _____	
6. For employees paid from multiple funding sources, do timesheets properly reflect worked performed in each cost objective (SIG ARRA and SIG Non-ARRA) or (SIG and Non-SIG)?	☐ Personnel Activity Reports ☐ Job descriptions ☐ Payroll records ☐ 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.	☐ Payroll records ☐ 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? 34 CFR 80.40(a)	☐ LEA-level person assigned to monitor the program(s) ☐ Written records/schedules of monitoring visits ☐ Budget and expenditure reports	
This section is not applicable to grants funded with non-ARRA funds. 9. Were ARRA funds used to reimburse expenditures made prior to the release of the ARRA funds?	☐ Financial records ☐ Other _____	

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?	☐ Financial records ☐ Other _____	

Cash Management	Examples of Evidence	Comments Reference
11. Determine whether interest earned on advances was reported/ remitted as required.	☐ Financial records ☐ 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.	☐ Request for funds ☐ 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 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	☐ Financial records ☐ Other _____	

Matching, Level of Effort, Earmarking - Supplement Not Supplant	Examples of Evidence	Comments Reference
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))).		

Period of Availability	Examples of Evidence	Comments Reference
14. Does the LEA have records to support whether funds were obligated and liquidated within the approved School Improvement grant 1003(g) grant period? OMB Circular A-87	☐ Financial records ☐ Other _____	
15. Has the LEA submitted amendments to request changes in the categories of the approved grant? 34 CFR Part 80.30	☐ Approved amendment form(s) ☐ Other _____	
16. Did the amounts expended during the grant period agree with the activities in the approved application? EDGAR Section 80.20(b)(4)	☐ Reference School Improvement grant 1003(g) application ☐ Expenditure reports ☐ Purchase orders, invoices, checks, etc. ☐ Other _____	

Period of Availability	Examples of Evidence	Comments Reference
17. Does the LEA maintain separate accounting records of funds made available under the School Improvement Grant 1003(g)? EDGAR Section 80.20(b)(2)	☐ Expenditure reports ☐ Review and observation of accounting procedures ☐ Other _____	

Procurement and Suspension and Debarment	Examples of Evidence	Comments Reference
18. Does the entity have procurement policies that address compliance with applicable Federal requirements (§____.36(b)(1) and 2 CFR section 215.43, and Section 1605 of ARRA).	☐ Board policies ☐ Other _____	
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 (§____.36(c)(3) and 2 CFR section 215.44(a)(3)). b. Ethical conduct (§____.36(b)(3) and 2 CFR section 215.42).	☐ Board policies ☐ Other _____	

Procurement and Suspension and Debarment	Examples of Evidence	Comments Reference
20. Does the entity performed 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; **and**	☐ Financial records ☐ Other _____	
21. Test the sample of procurements and sub-awards against the EPLS, and ascertain if covered transactions were awarded to suspended or debarred parties.	☐ Financial records ☐ Other _____	
22. Select a sample of procurements and perform the following: 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 (§____.36(b)(9) and 2 CFR section 215.46). b. Verify that procurements provide full and open competition (§____.36(c) (1) and 2 CFR section 215.43). 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	☐ Board minutes ☐ Bid files ☐ Evaluations of bids ☐ Other _____	

Procurement and Suspension and Debarment	Examples of Evidence	Comments Reference
(§_____.36 (b) (1) and (d) (4); and 2 CFR sections 215.43 and 215.44(e)). 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 (§_____.36(f) and 2 CFR section 215.45). e. Verify that the Federal awarding agency approved procurements exceeding $100,000 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 (§_____.36(g)(2) and 2 CFR 215.44(e)) may require prior Federal awarding agency approval. f. Verify compliance with other procurement requirements specific to the award.		
23. Do contractual services include appropriate ARRA terms and conditions?	☐ Contracts for contractual services	

Procurement and Suspension and Debarment	Examples of Evidence	Comments Reference

This section is not applicable to grants funded with non-ARRA funds.
 	
24. Select a sample of ARRA-funded procurements, if any, for activities subject to Section 1605 of ARRA and test whether the non-Federal entity has -
   a. documented that the iron, steel, and manufactured goods used in the project are produced in the United States, or
   b. requested and received any waivers of the Buy-American requirements.
	☐ Board minutes
	
	☐ Bid files
	
	☐ Invoices
	
	☐ Other _____	

Reporting	Examples of Evidence	Comments Reference
This section is not applicable to grants funded with non-ARRA funds. 25. Review M-09-021 and other relevant guidance issued by OMB since May 2010 for reporting requirements. Determine the methodology used in compiling and reporting the key data elements and ascertain whether the entity passed-through funding to any sub-recipients.	☐ Board minutes ☐ Bid files ☐ Invoices ☐ Other _____	

Reporting	Examples of Evidence	Comments Reference
This section is not applicable to grants funded with Non-ARRA funds. 26. For awards received as a recipient, select the ARRA Section 1512 report for the calendar quarter preceding the entity's year-end, or for a major program with multiple awards (i.e., R&D), select a sample of ARRA Section 1512 reports for the calendar quarter preceding the entity's year-end. For example, the calendar quarter preceding an April 30, May 30, or June 30 entity fiscal year-end would be the quarter ending March 31.	☐ Approved amendment form(s) ☐ Other _____	

MS SIG Indicators by Federal Requirements

1. **Replace the principal who led the school prior to commencement of the transformation model.**

B01 – Principal promotes a culture of shared accountability for meeting school improvement performance
objectives.
B02 – Principal communicates a compelling vision for school improvement to all stakeholders.
C01 – Principal possesses the competencies of a transformation leader.

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.

C02 – LEA and school have a process in place for recruiting, placing, and retaining school teachers and principals
with skills needed for school transformation.
C03 – LEA and school have a rigorous and transparent evaluation system with input from teachers and principals
that includes evidence of student achievement/growth.
C04 – LEA and school implemented the new evaluation system for principals and teachers.

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.

C06 – LEA and school have a system of rewards for school staff that positively impact student achievement and
graduation rates.
C07 – LEA and school identify and support school staff that are struggling or remove staff who fail to improve
their professional practice.

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.

A08 – All teachers meet in teams with clear expectations and time for planning.
C05 – School aligns professional development programs with teacher evaluation results.
C08 – LEA and school provide induction programs for new teachers and administrators.
C09 – School provides all staff with high-quality, job-embedded, differentiated professional development to support
school improvement.
C10 – School monitors extent that professional development changes teacher practice.

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.

C11 – LEA has developed a plan/process to establish a pipeline of potential turnaround leaders.

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.

B04 – School leadership team continuously uses data to drive school improvement.
B05 – Principal continuously monitors the delivery of instruction in all classrooms.

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to <u>inform and differentiate instruction to meet the academic needs of individual students.</u>

B06 – LEA and school leadership team collect and monitor benchmark/interim data on all SIG leading and lagging indicators.
D01 – LEA and school establish annual goals for student achievement in all core areas.
D02 – LEA and school have a process for the selection of research-based instructional programs/strategies.
D03 – LEA and school align curriculum, instruction, and assessment with state standards.
D04 – All teachers routinely assess students' mastery of instructional objectives.
D05 – All teachers adjust instruction based on students' mastery of objectives.
D06 – All teachers integrate technology-based interventions and supports into instructional practice.
D07 – All teachers provide students with opportunities to enroll in and master rigorous coursework for college and career readiness.
D08 – All teachers incorporate instructional strategies that promote higher-level learning for all students.
D09 – All teachers actively engage students in the learning process.
D10 – All teachers communicate clearly and effectively.

8. Establish schedules and strategies that provide increased learning time.

A09 – LEA and school have increased learning time for all students.
A10 – School continuously evaluates the effectiveness of increased learning time.
D11 – All teachers maximize time available for instruction.
D12 – All teachers establish and maintain a culture of learning to high expectations
E04 – School accesses innovative partnerships to support extended learning time.

9. Provide ongoing mechanisms for family and community engagement.

E05 – 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.
E06 – School includes parents in decision-making roles for school improvement.
E07 – School engages community members in partnerships that benefit students.
E08 – School partners with community groups to provide social-emotional supports for students.
E09 – School implements approaches to improve school climate and discipline

10. 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.

A01 – LEA and school conducted a needs assessment to inform the SIG implementation plan.
A02 – LEA personnel are organized and assigned to support schools in their SIG implementation.
A03 – LEA modified policies and practices to support full and effective implementation.
A04 – LEA provides sufficient operational flexibility to the principal to lead transformation or turnaround.
A05 – LEA has established a district turnaround office to support SIG implementation.

11. 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).

A06 – LEA and school recruit, screen, and select external partners.

A07 – LEA and school clearly specify expectations of external partners in contracts and continuously evaluate their performance.

B03 – School leadership team meets regularly to manage SIG implementation.

E01 – LEA and district transformation specialists provide intensive, ongoing assistance to support school improvement.

E02 – LEA and school ensure that external service providers deliver intensive, ongoing assistance to support school reform strategies.

E03 – School aligns allocation of resources (money, time, personnel) to school improvement goals.

For Additional Information Contact:

Dr. Kim Benton, Bureau Manager
kbenton@mde.k12.ms.us
Linda Reeves, Bureau Director – Finance
lreeves@mde.k12.ms.us
Deborah Hartzog, Special Projects Officer
dhartzog@mde.k12.ms.us

Office of School Recovery
P.O. Box 771, Suite 213
Jackson, MS 39205-0771
http://mde.k12.ms.us
601-359-1003

The SIG Monitoring and Accountability Plan was developed in collaboration with Erin McCann, PhD, Southeast Comprehensive Center at SEDL, 4700 Mueller Blvd., Austin, Texas, 78723, (800) 476-6861

Mississippi Department of Education. Office of School Recovery. Revised March 2012

45