



Nevada Department of Education School Improvement Grant Evaluation Handbook

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Nevada School Improvement Grant Evaluation Handbook

The Nevada Department of Education (NDE) requested assistance from the Southwest Comprehensive Center (SWCC) at WestEd in designing and carryout an evaluation of NDE's School Improvement Grants (SIG). This document serves as a handbook for NDE and contains site visit guidance and data collection protocols developed collaboratively by NDE and SWCC.

This handbook contains implementation and performance indicators that are the framework for NDE's evaluation of SIG grantees. These indicators capture *how schools and districts are implementing* their SIG plans and the *progress schools and districts are making* on their SIG plans. These district and school indicators also provide the framework through which NDE will identify grantees' needs and provide assistance throughout the year in an effort to support implementation efforts. Information about progress and accomplishments throughout the year on these indicators will contribute to NDE's determinations of which grantees receive continued funding.

This handbook is organized into two sections: District and School. These sections are parallel in content: indicators rubric, suggested evidence base, data collection protocols, and indicators rating sheet. The *Indicators Rubric* provides detailed information to guide the site visit team's rating of the grantee's progress and status on a given indicator. The *Suggested Evidence Base* provides a sample of types of documents the site visit team should request and examine as they rate each grantee's progress on the indicators. *Data Collection Protocols* include district administrator, SIG implementation specialist/coach, and principal interviews, as well as teacher focus group. The *Indicators Rating Sheet* is a template the site visit team should use to record and summarize their ratings. The template allows for the team to note their 1) rating on each indicator, 2) justification and explanation for the rating, and 3) evidence used to support each rating. Additionally, the template provides NDE with a vehicle through which to deliver formative feedback to schools and districts by identifying specific areas of improvement. The site visit team should complete this template electronically and submit to the evaluation team as soon as possible following each visit. The evaluation team will review and confirm indicator ratings and evidence base, supplement with teacher survey data (when these data are available), and submit to NDE a final report for review.

The appendices contain additional information, including district and school profiles for elements of SIG plans not captured in the indicators. These profiles are intended to assist the site visit team when examining and assessing progress on indicator 1.9.

PREPARING FOR SITE VISITS

In addition to ensuring the site visit team has access to the appropriate school and district staff during the visit and adequate interview conditions (i.e., private office or room where interviewees can respond candidly), the site visit team should review and be familiar with each grantee's SIG plan, progress as reflected on eNOTE, school and district indicators and rubrics, and suggested evidence base.

- Familiarity with SIG plans and progress helps the team move through the data collection process quickly and efficiently, avoiding repetitive questioning of grantees and allowing the team to begin interviews from a relevant and knowledgeable position.

- Familiarity with the indicators and rubrics helps ensure the team asks about and collects relevant data necessary to make comprehensive determinations about progress and status on each indicator. Interviewers should ensure they are familiar with indicator criteria listed in the rubrics so they can probe when necessary in cases where interviewees do not respond to questions thoroughly enough to address all criteria for a given indicator.
- Familiarity with the suggested evidence base allows the team to make requests for documents and other appropriate evidence either before or as the site visit progresses. One team member should be assigned responsibility for noting all documents requested throughout the visit, reviewing the list with the team before completing the visit, and passing the request in written form to the principal before leaving the school. Attempt to collect as much documentation as possible while on site (electronic versions are preferable, paper versions are also acceptable). Schools and districts can upload evidentiary documents to eNOTE.

DURING THE SITE VISITS

Because site visits are short in length, the team will need to move quickly through interviews. Familiarity with the interview protocols and rubrics will facilitate quicker interviews and requests for documentation. Prior to beginning interviews, the team should identify a lead interviewer and a primary note taker, and discuss how the team envisions interviews proceeding. The team should discuss the flexibility of the primary note taker in asking follow-up questions, responsibility of the lead interviewer in taking supplemental notes, responsibility for monitoring time, most critical questions in case time runs short, and role of any other district staff present during the visit. Throughout interviews the team can jot down notes, justification, and evidence on the rating sheet as a way to jog their memory later when discussing each site.

Interviewers are advised to:

Keep a running log of all document requests and attempt to collect as much documentation as possible during the visit.

Provide the principal with a list of outstanding documents request before leaving the school.

Let the principal know evidentiary documents can be uploaded to eNOTE.

AFTER THE SITE VISITS

The team will likely develop an impression of the rating the school or district deserves for each indicator by the time the visit is complete. Team members should keep in mind that this impression is *preliminary* and should be reexamined through discussions with the team and a precursory review of gathered documents. The team should attempt to allot one to two hours after each visit to discuss impressions, interviews, and documents. Only after this discussion should the team finalize their ratings, justification, and evidence base. These final ratings should be entered into the rating sheet electronically and submitted to the evaluation team as soon as possible. The rating sheet should be accompanied by as much documentary evidence as has been collected. It is OK to submit the rating sheet without all the documentary evidence. However, please continue to follow-up with principals to ensure all requested documents are received or uploaded to eNOTE.

Indicator Rating Instructions

Below are general instructions and guidance on how to rate schools and districts on implementation and performance indicators using the rubric and data collection protocols. Indicator rating scales are designed as holistic ratings of schools' and districts' status on implementation and performance indicators identified as important to the implementation of school improvement grants. The indicators reflect core implementation components identified by Fixen, et. al. (2007) as critical to implementation of evidence-based programs. Indicators also measure elements of school improvement grants relevant to the NDE as it monitors implementation, collects data to determine continuation of funding, and reports to the U.S. Dept. of Education.

Key terms:

Scale: 1=Does not meet indicator, 2=Partially meets indicator, 3=Making substantial progress, 4=Fully meets indicator.

Rating: Site visit team's determination of school or district status (i.e., 1, 2, 3, or 4).

Criteria: Bullets under the indicator rubric description associated with each scale.

- Site visit team members should be familiar with SIG plans and rubric prior to each visit. Familiarity with plans and rubric ahead of each visit is critical to making rating determinations.
- Ratings are meant to be determined holistically using all data gathered through interviews, focus groups, site visits, and documents (see Suggested Evidence Base for guidance on suitable documentation). The evaluation team will review all evidence to verify and confirm ratings, and when available, supplement with teacher survey data.
- Indicator ratings should reflect the rubric scale that is met in its entirety. In most cases, a school or district will not completely meet all criteria within one scale description. When this occurs, the site visit team should identify the level that is met in its entirety and include in the justification which specific criteria (of the next higher scale) were not met that prevented the team from assigning a higher rating. This is an opportunity to provide formative feedback to schools and districts in a concrete manner.
- When rating indicator 1.9 (SIG Plans), make determination only on elements of the SIG plan noted in indicator 1.9. Other elements of SIG plans are addressed in other indicators.
- The justification section is intended to allow the site visit team to explain how they determined each rating. Explanations should draw on data from all available sources. Triangulate data when appropriate to strengthen conclusions. Explanations should be thorough and include specific reference to all criteria listed in the scale description, as well as the specific criteria where the school must improve to meet the next higher rating.
- When listing the evidence base, please describe it in such a way that the evidence can be identified. If evidence includes interviews please note which interviewee; if it includes documents please specify the name of the document.
- Complete rating sheets electronically as soon as possible after each visit (when possible, before the following visit so as not to confuse sites). Please submit rating sheets to the evaluation team upon completion. Also, note where evidence can be located (e.g., eNOTE).

District Documents

The following section contains all data collection and guidance protocols for the evaluation of the district component of SIG plans. The documents are presented in the following order:

- District Indicators Rubric
- District Indicators Suggested Evidence Base
- District Administrator Interview Protocol
- Implementation Specialist/Coach Interview Protocol
- District Indicators Rating Sheet

An example of a completed district indicators rating sheet is included in the appendix.

NDE SIG Evaluation: District Indicators Rubric

Note district's status on each indicator using the corresponding scale. In determining a district's status, use all available sources of evidence identified in the evidence base list, as well as other evidence identified by district staff or determined to be relevant by the site visit team, including interviews, focus groups, or surveys. To the degree possible, the team should **triangulate data** to strengthen conclusions. Ratings should be determined in a holistic manner; *if you find a district to be in between two ratings or meeting only some elements of a description*, choose the rating that is fully met and include in the justification the criteria of the next higher rating where improvements are needed in order to meet the next rating.

Section 1: Implementation Indicators	Does not meet indicator	Partially meets indicator	Making substantial progress	Fully meets indicator
1.1 Selection – The district has revised policies and procedures related to recruitment, interviewing, and hiring of principals and other district staff ¹ that focus on qualifications and criteria relevant to school improvement/restructuring.	<ul style="list-style-type: none"> Hiring qualifications not revised Policies and procedures not revised There is no system of rewards and incentives Key positions to grant implementation are vacant Negotiations with teacher unions and associations not yet begun 	<ul style="list-style-type: none"> <i>Critical skills</i>² have been identified Hiring qualifications are under review Development of system of rewards and incentives underway but not finalized Only some positions key to grant implementation are filled Negotiations with teacher unions and associations underway 	<ul style="list-style-type: none"> Hiring qualifications drafted that reflect <i>critical skills</i> System of rewards and incentives finalized but not yet presented to principal and relevant support staff Most positions key to grant implementation filled Negotiations with teacher unions and associations are nearly finalized 	<ul style="list-style-type: none"> Revised hiring criteria and qualifications reflect <i>critical skills</i> identified as important for school improvement Hiring policies and procedures were revised to include new qualifications and criteria Principals and district staff have been hired, rehired, or evaluated using revised qualifications and criteria based on <i>critical skills</i> System of rewards and incentives has been presented to principal and relevant district staff All positions key to grant implementation are filled Agreements are in place with teacher unions and associations

¹ Throughout the rubric, “district staff” refers to Implementation Specialists, Coaches, Project Facilitators, or other staff hired by the district to support SIG schools.

² *Critical skills* include knowledge base, competencies, and general abilities relevant to school restructuring and implementation of the SIG plan.

Section 1: Implementation Indicators	Does not meet indicator	Partially meets indicator	Making substantial progress	Fully meets indicator
1.2 Training – The district provides pre-service and in-service training; district staff use pre-post data from training to examine trainer and staff performance and improve training.	<ul style="list-style-type: none"> District PD plan does not exist or is not aligned with <i>critical skills</i> There is no system to collect data about the PD 	<ul style="list-style-type: none"> District has PD plan that is only partially aligned with <i>critical skills</i> District does not oversee implementation of the PD plan Little to no pre/post (or similarly appropriate) data are collected 	<ul style="list-style-type: none"> District has PD plan that is aligned with critical skills District is somewhat ensuring implementation of PD plan Pre/post (or similarly appropriate) data are collected but not used to monitor principal and district staff learning 	<ul style="list-style-type: none"> District ensures implementation of PD plan aligned with <i>critical skills</i> District monitors principal and district staff learning via pre/post (or similarly appropriate) assessments District uses principal and district staff learning as basis for <ul style="list-style-type: none"> informing principal and district staff training or mentoring plans principal and district staff evaluations examining trainer effectiveness selecting trainers identifying training content
1.3 Coaching – District staff provide on the job coaching; district staff annually analyze data on the frequency, quality, and duration of coaching to assess coach performance and improve coaching.	<ul style="list-style-type: none"> Coaching positions are not filled Coaches are not providing assistance or coaching is generally not aligned with <i>critical skills</i> There is no system to collect data about coaching 	<ul style="list-style-type: none"> Coaching is partially aligned with <i>critical skills</i> District gathers little to no input about coaching 	<ul style="list-style-type: none"> Coaching is generally aligned with <i>critical skills</i> District superficially monitors coaching activities District gathers some input on quality and usefulness of coaching but does not use it to provide coaches guidance 	<ul style="list-style-type: none"> District ensures coaches provide assistance as outlined in SIG plan and aligned with <i>critical skills</i> District gathers input on quality and usefulness of coaching District uses input and feedback as basis for <ul style="list-style-type: none"> examining coach effectiveness guiding coaches on how best to help staff

Section 1: Implementation Indicators	Does not meet indicator	Partially meets indicator	Making substantial progress	Fully meets indicator
1.4 Performance Assessment – The district has a system in place to assess skills on which staff were selected, trained, and coached; district staff use data to inform staff feedback.	<ul style="list-style-type: none"> Assessment/evaluation of principal and district staff performance is not aligned with the <i>critical skills</i> used throughout hiring, training, and coaching There is no system in place to monitor principal and district staff implementation/use of content/skills/tools on which they were trained 	<ul style="list-style-type: none"> Assessment/evaluation of principal and district staff performance is partially aligned with the <i>critical skills</i> used throughout hiring, training, and coaching Elements of a system are in place to monitor principal and district staff implementation/use of content/skills/tools on which they were trained District does not collect staff input as a part of staff assessment/evaluation 	<ul style="list-style-type: none"> Assessment/evaluation of principal and district staff performance is aligned with the <i>critical skills</i> used throughout hiring, training, and coaching District has a system in place to monitor principal and district staff implementation/use of content/skill/tools on which they were trained District not yet using staff input, including pre/post (or similarly appropriate) data, as a part of staff assessment/evaluation 	<ul style="list-style-type: none"> Meets first two criteria of <i>Making substantial progress</i> District uses staff input, including pre/post data, to inform staff assessment/evaluation and rehiring decisions
1.5 Decision Support Data System – The district has multiple systems in place to support data-driven decision making.	<ul style="list-style-type: none"> No key data sources³ identified 	<ul style="list-style-type: none"> Key data sources identified but data collection systems are not in place 	<ul style="list-style-type: none"> The district identified key data sources that allow for: <ul style="list-style-type: none"> assessment of <i>critical skills</i> improvement plan monitoring data-driven decision making Data collection systems from relevant/key sources are being prepared/finalized 	<ul style="list-style-type: none"> Meets first criteria of <i>Making substantial progress</i> Systems are in place that collect data from all relevant/key sources, and the data are used to inform decisions Systems have been shared with district and school staff Principals and district staff access and use data systems regularly

³ Key data sources are data that provide information relevant to school restructuring and the implementation of the SIG plan.

Section 1: Implementation Indicators	Does not meet indicator	Partially meets indicator	Making substantial progress	Fully meets indicator
1.6 Facilitative Administration – District staff use multiple data sources to assure integration of selection, training, coaching, and performance assessment; district staff use data to support principals and teachers and help improve skills.	<ul style="list-style-type: none"> District is not using available data sources to support principals and teachers 	<ul style="list-style-type: none"> District has begun to examine data from selection, training, coaching, and performance assessments for focus on <i>critical skills</i> District uses some available data in providing support to principals and teachers 	<ul style="list-style-type: none"> District ensures selection, training, coaching, and performance assessment focus on <i>critical skills</i> District uses some available data in providing support to principals and teachers 	<ul style="list-style-type: none"> Meets first criteria of <i>Making substantial progress</i> District uses data from multiple sources to support principals and teachers through training, coaching, and performance assessment
1.7 System Interventions – Decision support data systems are used to work with external systems to ensure financial, organizational, and human resources align with and support principals, teachers, and school improvement models.	<ul style="list-style-type: none"> Selection of and work with external systems/providers not informed by key data 	<ul style="list-style-type: none"> Selection of and work with external systems/providers partially informed by key data 	<ul style="list-style-type: none"> Selection of and work with external systems/providers (e.g., external TA providers, community partners, corporate partners) is fully informed by key data Key data not continuously shared with external systems/providers to ensure support is aligned with needs 	<ul style="list-style-type: none"> Meets first criteria of <i>Making substantial progress</i> Data are continuously shared with external systems/providers to ensure support is aligned with needs
1.8 Stakeholder Involvement – The district involves stakeholders in the implementation of its improvement model.	<ul style="list-style-type: none"> District has not identified key stakeholders 	<ul style="list-style-type: none"> District has reached out to key stakeholders 	<ul style="list-style-type: none"> District actively engages key stakeholders in the implementation of the SIG plan 	<ul style="list-style-type: none"> Meets first criteria of <i>Making substantial progress</i> Boards and councils have a parent or community member Increased presence of key stakeholders at relevant meetings
1.9 District SIG Plan – The district supports school implementation of the SIG plan as described in its application. This indicator focuses on elements of SIG plan not captured in previous indicators, specifically: ---Governance <i>Rating for 1.9 should be based solely on governance</i>	<ul style="list-style-type: none"> The district has not started implementing many aspects prescribed in the SIG plan or has encountered many delays in the timeline 	<ul style="list-style-type: none"> The district is implementing some aspects prescribed in the SIG plan or may be somewhat delayed in the timeline 	<ul style="list-style-type: none"> The district is implementing most aspects prescribed in the SIG plan with few delays in the timeline 	<ul style="list-style-type: none"> The district is implementing all aspects prescribed in the SIG plan with no or few delays in the timeline

Section 2: Performance Indicators	Does not meet indicator	Partially meets indicator	Making substantial progress	Fully meets indicator
2.1 Performance Monitoring – The district monitors school progress toward achievement goals using benchmark data as described in SIG plans.	<ul style="list-style-type: none"> District has not engaged schools in identifying performance benchmarks for SIG plan objectives 	<ul style="list-style-type: none"> Schools have begun to identify performance benchmarks for SIG plan objectives 	<ul style="list-style-type: none"> District ensures schools identify performance benchmarks for SIG plan objectives District ensures schools establish a procedure to collect benchmark data District, principal, and teachers monitor progress on some performance benchmarks 	<ul style="list-style-type: none"> District ensures principals and teachers monitor performance benchmarks Principals and teachers monitor progress on r all performance benchmarks
2.2 Benchmark Progress – District schools are meeting benchmark targets as described in SIG plans.	<ul style="list-style-type: none"> Schools are meeting less than 50% of the language arts and math benchmark targets for all grade levels. 	<ul style="list-style-type: none"> Schools are meeting at least 50-75% of the language arts and math benchmark targets for all grade levels. 	<ul style="list-style-type: none"> Schools are meeting at least 75% of the language arts and math benchmark targets for all grade levels. 	<ul style="list-style-type: none"> Schools are meeting all language arts and math benchmark targets for all grade levels.

NDE SIG Evaluation: District Indicators Suggested Evidence Base

The following list provides some guidance on the type of documents the site visit team should request and review as they determine ratings. This list includes documentation suitable as evidence that should be considered along with data from interviews, focus groups, and surveys. The list is neither exhaustive, nor does it include a minimum number of mandatory documents. The site visit team should use its judgment in examining listed and other documents to determine whether sufficient evidence exist to justify a given rating. To the degree possible, the team should triangulate data to strengthen conclusions. For districts with multiple schools, documentation should reflect aggregation across district schools.

Section 1: Implementation Indicators	Suggested and suitable evidence base
1.1 Selection – The district has revised policies and procedures related to recruitment, interviewing, and hiring of principals and other district staff ⁴ that focus on qualifications and criteria relevant to school improvement/restructuring.	<ul style="list-style-type: none"> • Policies or documentation of revised recruiting, interviewing, hiring, and removing procedures <ul style="list-style-type: none"> ○ Current and previous policies ○ Interview protocols and interview evaluation forms ○ Principal and staff contracts (if applicable) • Qualifications and criteria used throughout recruiting, interviewing, hiring, and removing. <ul style="list-style-type: none"> ○ List of critical skills⁵ (i.e., skills that should be reflected in staff qualifications and hiring criteria) ○ Documentation of the development of recruiting, interviewing, hiring, and removing procedures • Description of reward and incentive system
1.2 Training – The district provides pre-service and in-service training; district staff use pre-post data from training to examine trainer and staff performance and improve training.	<ul style="list-style-type: none"> • District professional development plan • PD calendars • PD/training sign-in sheets • Original and/or revised principal and district staff training plans • Training agendas • PD participant feedback surveys • PD data summary reports • Trainer evaluation forms • Feedback provided to trainers
1.3 Coaching – District staff provide on the job coaching; district staff annually analyze data on the frequency, quality, and duration of coaching to assess coach performance and improve coaching.	<ul style="list-style-type: none"> • Coaching calendars and records of completed coaching sessions • Coaching recipient feedback data or surveys • Coaching data summary reports • Coach evaluation forms • Feedback/guidance provided to coaches

⁴ Throughout the document, “district staff” refers to Implementation Specialists, Coaches, Project Facilitators, or other staff hired by the district to support SIG schools.

⁵ *Critical skills* include knowledge base, competencies, and general abilities relevant to school restructuring and implementation of the SIG plan.

1.4 Performance Assessment – The district has a system in place to assess skills on which staff were selected, trained, and coached; district staff use data to inform staff feedback.	<ul style="list-style-type: none"> • Description of principal and support staff evaluation process • Revised principal and support staff evaluation forms • School site visit/monitoring schedule • Site visit/monitoring protocol • Documentation of periodic district-principal meetings regarding feedback
1.5 Decision Support Data System – The district has multiple systems in place to support data-driven decision making.	<ul style="list-style-type: none"> • Description of key data and data systems, noting relevance to critical skills and SIG plan • Procedures for gathering, compiling, and analyzing key data • Data systems and their importance have been shared with principals and district staff • Summaries of examples of how data were used to inform decisions • PLC agendas and notes
1.6 Facilitative Administration – District staff use multiple data sources to assure integration of selection, training, coaching, and performance assessment; district staff use data to support principals and teachers and help improve skills.	<ul style="list-style-type: none"> • Principal and district staff evaluation forms • Principal and district staff performance portfolios • Original and/or revised improvement plans
1.7 System Interventions – Decision support data systems are used to work with external systems to ensure financial, organizational, and human resources align with and support principals, teachers, and school improvement models.	<ul style="list-style-type: none"> • Sustainability plans • External provider selection criteria • External provider files • Documentation of data disaggregation for external systems and organizations • Documentation of data sharing with external systems and organizations • Communications with external systems and organizations
1.8 Stakeholder Involvement – The district involves stakeholders in the implementation of its improvement model.	<ul style="list-style-type: none"> • Parent and community outreach and communication materials, including translations as needed for second language speakers • Board and parent council agendas and meeting minutes • List of committees with parent representatives
1.9 District SIG Plan – The district supports school implementation of the SIG plan as described in its application. This indicator focuses on elements of the SIG plan not captured in previous indicators, specifically: ---Governance	<ul style="list-style-type: none"> • District SIG plans (eNOTE) • Revised district governance policies • Description of Turnaround office or equivalent district support • Documentation of principal freedom and flexibility in managing school and staff

Section 2: Performance Indicators	Suggested and suitable evidence base
2.1 Performance Monitoring – The district monitors school progress toward achievement goals using benchmark data as described in SIG plans.	<ul style="list-style-type: none"> • District SIG plans (eNOTE) • Description of district's monitoring schedule • District assistance in identifying/scoring performance benchmarks • District monitoring/assessment schedule • Status updates and progress reports (eNOTE)
2.2 Benchmark Progress – District schools are meeting benchmark targets as described in SIG plans.	<ul style="list-style-type: none"> • District SIG plans (eNOTE) • Student benchmark assessment data (or summaries) • Analyses of student benchmark assessment data

NDE SIG Evaluation: District Administrator Interview

SELECTION

1. Describe the district's process for selecting and hiring principals and other district staff (i.e., Implementation Specialists and/or Coaches) to support SIG schools. (Probe for changes in policy.)
 - a. What criteria or qualities did you look for?
 - b. How were these criteria initially identified?
 - c. Describe any system of incentives or rewards you have for principals and other district staff.
2. At this time, are all SIG related positions at the district filled? If not, describe the progress for filling those positions.

TRAINING

3. Describe the professional development the district has provided to principals and district staff. (Probe for how content or need is identified and how PD is matched to need.)
 - a. What data are collected about the professional development? (Probe for satisfaction or follow up surveys, informal conversations, etc.).
 - b. How are the data used? (Probe for monitoring learning, providing feedback, informing training plans, examining trainer effectiveness, identifying additional needs and training content).
 - c. Does the district monitor professional development or training through any other means?

COACHING

4. Describe the coaching the district has provided to principals and district staff. (Probe for how, how often, and what type of guidance is provided to coaches.)
 - a. What data are collected about coaching? (Probe for surveys, informal conversations, etc.).
 - b. How are the data used? (Probe for assessing quality and usefulness, assessing coach performance, guiding coaches, improving coaching, identifying additional needs).
 - c. Does the district monitor coaches' activities through any other means?

PERFORMANCE ASSESSMENT

5. What will be the process for evaluating principal and district staff performance? (Probe for monitoring/evaluation schedule, sources of input into evaluation process, how findings are used).
 - a. What criteria will be used to evaluate principal and district staff performance?
 - b. Do/How will you ensure teacher evaluations are linked to the criteria used for hiring?
 - c. Will/How will teachers be evaluated on implementing what was intended through the PD and coaching/mentoring?

DECISION SUPPORT DATA SYSTEMS

6. What data systems are available to the district to help make informed decisions? (Probe for data from principals, teachers, parents, and students.)
7. What types of decisions do these data systems inform? (Probe for decisions made at different levels—district, school, and classroom.)

FACILITATIVE ADMINISTRATION

8. How has the district changed its organizational structure since receiving the SIG grant to better support schools and principals?
 - a. Were these changes already in process, or a direct result of the SIG grant?
9. Describe any steps the district has taken to ensure principals have the freedom and flexibility to implement all aspects of their restructuring model. (Probe for policy changes.)

SYSTEMS INTERVENTION

10. Does/*how does* the district use data to educate and influence systems that are external to the district? (e.g., external providers, collaboration with corporate or business partners', etc.)
11. Has/*how has* as the district increased support from external systems?

STAKEHOLDER INVOLVEMENT

12. Describe the role of the district in helping schools increase parent and community involvement.

SCHOOL IMPROVEMENT PLAN

13. Overall, how would you describe schools' progress in implementing their SIG plans?
 - a. What are some of the challenges your schools have encountered?
 - b. How has the district supported these schools in addressing those challenges?
14. Overall, how would you describe the progress the district has made in implementing its responsibilities to SIG schools?
 - a. What challenges has the district encountered?
 - b. How has the district addressed those challenges?

PERFORMANCE MONITORING

15. Describe any monitoring activity the district has performed related to:
 - a. School implementation of SIG plans.
 - b. School progress in meeting performance benchmarks.

ADDITIONAL COMMENTS (OPTIONAL, AS TIME PERMITS)

16. Are there other district initiatives that involve SIG schools? If yes, please describe.
17. Where do you expect SIG schools will be in terms of implementing SIG plans by year's end?
18. Any additional comments or thoughts you would like to share about your district's support for SIG plan implementation or schools' progress?

NDE SIG Evaluation: Implementation Specialist/Coach Interview

1. What is your role with the implementation of the SIG plan? (Probe for specific activities these staff provide, differences in responsibilities across schools, and other responsibilities they have in addition to SIG.)
2. How do you receive guidance on who to work with and what topics to address?

Based on specific responsibilities ask training or coaching questions below. If specialist works with multiple schools, ask about all schools.

TRAINING (SEPTEMBER AND UPDATES THEREAFTER)

3. Please describe the PD you have provided teachers so far this year as a part of SIG plans. (Probe for specific content of the PD such as classroom instruction and assessment.)
 - a. Describe any follow-up your teachers received after the training. (Probe if follow-up was needed and who provided the follow-up.)
4. What additional PD do you plan to offer teachers this school year? (Probe for specific content of the PD and when it is planned.)
5. How is the PD aligned with SIG plans?
6. What data are collected about the PD? (Probe for satisfaction surveys, follow-up, conversations with staff.)
 - a. How are the data used? (Probe for monitoring learning, providing feedback, informing training plans, examining effectiveness, identifying additional needs and training content.)
7. Have teachers changed their instructional practices as a result of training? How do you know? (Probe for conversations with teachers, classroom observations.)

COACHING (SEPTEMBER AND UPDATES THEREAFTER)

8. Please describe any role you have had with the coaching/mentoring of teachers this year. (Probe for specific content and activities, and when and how often the coaching/mentoring occurs.)
9. How is the coaching/mentoring aligned with SIG plans?
10. What data are collected about the coaching/mentoring? (Probe for satisfaction surveys, follow-up, conversations with staff.)
 - a. How are the data used? (Probe for assessing quality and usefulness, assessing coach performance, guiding coaches, improving coaching, identifying additional needs.)
11. Have teachers changed their instructional practices as a result? How do you know? (Probe for conversations with teachers, classroom observations.)

SIG PLAN (SEPTEMBER AND UPDATES THEREAFTER)

12. What are some of the successes and positive changes you have seen so far as a result of SIG plans?
13. What are some of the challenges and issues schools have encountered implementing SIG plans?
 - a. What is being done or planned to overcome those issues?
 - b. What can the district do to help schools overcome those issues?
14. Do you have a role in teachers' grade level or content area team meetings? If yes, please describe.
 - a. What do the teachers do in those team meetings?
 - b. How often are you able to participate in teacher team meetings?
15. How often do you perform classroom walkthroughs?
 - a. How long are you in the classroom?
 - b. How many classes do you observe in an average week/month?
 - c. What do you do with the classroom walkthrough data?

ADDITIONAL QUESTIONS (SEPTEMBER) – AS TIME PERMITS

16. What are some of the other initiatives going on at the schools this year? (Probe for language arts initiatives, math initiatives, anything not directly related to the school improvement plan.)
17. Where do you expect the school to be in terms of SIG plan implementation by the end of the year?
18. What changes do you anticipate will have occurred by the end of the year?
 - a. When we come back, what can we look for as evidence of those changes?
19. Do you have any additional comments or thoughts you would like to share about the SIG plan, and evidence of its progress and implementation?

District: _____

Respondent: _____

Date: _____

NDE SIG Evaluation: District Indicators Rating Sheet

In the following sheet please note the ratings, justification, and evidence base on which you make each rating. In determining districts' ratings at a given visit, use all available sources of data: documents, interviews, focus groups, observations, and surveys. To the degree possible, the team should **triangulate data** to strengthen conclusions. Ratings should be determined in a holistic manner; *if you find a district to be in between two ratings or meeting only some elements of a description*, choose the rating that is fully met and include in the justification the criteria of the next higher rating where improvements are needed in order to meet the next rating.

Please note evidence base in such a way that the evidence can be identified. If evidence includes interviews please note which interviewee; if it includes documents please specify the name of the document. Indicate whether documents are uploaded in eNOTE.

1= Does not meet indicator 2= Partially meets indicator 3= Making substantial progress 4= Fully meets indicator

Section 1: Implementation Indicators	Rating	Justification	Evidence base
1.1 Selection – The district has revised policies and procedures related to recruitment, interviewing, and hiring of principals and other district staff that focus on qualifications and criteria relevant to school improvement/restructuring.			
1.2 Training – The district provides pre-service and in-service training; district staff use pre-post data from training to examine trainer and staff performance and improve training.			
1.3 Coaching – District staff provide on the job coaching; district staff annually analyze data on the frequency, quality, and duration of coaching to assess coach performance and improve coaching.			
1.4 Performance Assessment – The district has a system in place to assess skills on which staff were selected, trained, and coached; district staff use data to inform staff feedback.			

District: _____

Respondent: _____

Date: _____

1.5 Decision Support Data System – The district has multiple systems in place to support data-driven decision making.			
1.6 Facilitative Administration – District staff use multiple data sources to assure integration of selection, training, coaching, and performance assessment; district staff use data to support principals and teachers and help improve skills.			
1.7 System Interventions – Decision support data systems are used to work with external systems to ensure financial, organizational, and human resources align with and support principals, teachers, and school improvement models.			
1.8 Stakeholder Involvement – The district involves stakeholders in the implementation of its improvement model.			
1.9 District SIG Plan – The district supports school implementation of SIG plans as described in its application. This indicator focuses on elements of SIG plans not captured in previous indicators, specifically: ---Governance			

Section 2: Performance Indicators	Rating	Justification	Evidence base
2.1 Performance Monitoring – The district monitors school progress toward achievement goals using benchmark data as described in school SIG plans.			
2.2 Benchmark Progress – District schools are meeting benchmark targets as described in SIG plans.			

School Documents

The following section contains all data collection and guidance protocols necessary for the evaluation of the school components of SIG plans. The documents are presented in the following order:

- School Indicators Rubric
- School Indicators Suggested Evidence Base
- Principal Interview Protocol
- Implementation Specialist/Coach Interview Protocol
- Teacher Focus Group Protocol
- School Indicators Rating Sheet

NDE SIG Evaluation: School Indicators Rubric

Note school's status on each indicator using the corresponding scale. In determining a school's status, use all available sources of evidence identified in the evidence base list, as well as other evidence identified by school staff or determined to be relevant by the site visit team, including interviews, focus groups, or surveys. To the degree possible, the team should **triangulate data** to strengthen conclusions. Ratings should be determined in a holistic manner; *if you find a school to be in between two ratings or meeting only some elements of a description*, choose the rating that is fully met and include in the justification the criteria of the next higher rating where improvements are needed in order to meet the next rating.

Section 1: Implementation Indicators	Does not meet indicator	Partially meets indicator	Making substantial progress	Fully meets indicator
1.1 Selection – The school has revised policies and procedures related to recruitment, interviewing, and hiring of teachers that focus on qualifications and criteria relevant to school improvement/restructuring.	<ul style="list-style-type: none"> Hiring qualifications not revised Policies and procedures not revised There is no system of rewards and incentives Key positions to grant implementation are vacant 	<ul style="list-style-type: none"> <i>Critical skills</i>⁶ have been identified Hiring qualifications are under review Development of system of rewards and incentives underway but not finalized Only some positions key to grant implementation are filled 	<ul style="list-style-type: none"> Hiring qualifications drafted that reflect <i>critical skills</i> System of rewards and incentives finalized but not yet presented to all staff Most positions key to grant implementation filled 	<ul style="list-style-type: none"> Revised hiring criteria and qualifications reflect <i>critical skills</i> identified as important for school improvement Hiring policies and procedures were revised to include new qualifications and criteria Staff have been hired, rehired, or evaluated using revised qualifications and criteria based on <i>critical skills</i> System of rewards and incentives has been presented to all staff All positions key to grant implementation are filled

⁶ *Critical skills* include knowledge base, competencies, and general abilities relevant to school restructuring and implementation of the SIG plan.

Section 1: Implementation Indicators	Does not meet indicator	Partially meets indicator	Making substantial progress	Fully meets indicator
1.2 Training – School administrators provide pre-service and in-service training; administrators use pre-post data from training to examine trainer and staff performance and improve training.	<ul style="list-style-type: none"> • PD plan does not exist or is not aligned with <i>critical skills</i> • There is no system to collect data about the PD 	<ul style="list-style-type: none"> • School has PD plan that is only partially aligned with <i>critical skills</i> • Principal does not oversee implementation of the PD plan • Little to no pre/post data are collected 	<ul style="list-style-type: none"> • School has PD plan that is aligned with critical skills • Principals are somewhat ensuring implementation of PD plan • Pre/post data are collected but not used to monitor teacher learning 	<ul style="list-style-type: none"> • Principal ensures implementation of PD plan aligned with <i>critical skills</i> • Principal monitors teacher learning via pre/post assessments • Principal uses teacher learning as basis for <ul style="list-style-type: none"> ◦ informing individual teacher training plans ◦ examining trainer effectiveness ◦ selecting trainers ◦ identifying training content
1.3 Coaching – School administrators provide on the job coaching; administrators annually analyze data on the frequency, quality, and duration of coaching to assess coach performance and improve coaching.	<ul style="list-style-type: none"> • Coaching positions are not filled • Coaches are not providing teachers assistance or coaching is generally not aligned with <i>critical skills</i> • There is no system to collect data about coaching 	<ul style="list-style-type: none"> • Coaching is partially aligned with <i>critical skills</i> • Principal gathers little to no teacher input about coaching 	<ul style="list-style-type: none"> • Coaching is generally aligned with <i>critical skills</i> • Principal superficially monitors coaching activities • Principal gathers some teacher input on quality and usefulness of coaching but does not use it to provide coaches guidance 	<ul style="list-style-type: none"> • Principal ensures coaches provide assistance as outlined in SIG plan and aligned with <i>critical skills</i> • Principal gathers teacher input on quality and usefulness of coaching • Principal uses teacher feedback as basis for <ul style="list-style-type: none"> ◦ examining coach effectiveness ◦ guiding coaches on how best to help teachers

Section 1: Implementation Indicators	Does not meet indicator	Partially meets indicator	Making substantial progress	Fully meets indicator
1.4 Performance Assessment – The school has a system in place to assess skills on which staff were selected, trained, and coached; administrators use data to inform staff feedback.	<ul style="list-style-type: none"> Assessment/evaluation of teacher performance is not aligned with the <i>critical skills</i> used throughout hiring, training, and coaching There is no system in place to monitor teacher implementation/use of content/skills/tools on which teachers were trained 	<ul style="list-style-type: none"> Assessment/evaluation of teacher performance is partially aligned with the <i>critical skills</i> used throughout hiring, training, and coaching Elements of a system are in place to monitor teacher implementation/use of content/skills/tools on which teachers were trained Principal does not collect teacher input as a part of teacher assessment/evaluation 	<ul style="list-style-type: none"> Assessment/evaluation of teacher performance is aligned with the <i>critical skills</i> used throughout hiring, training, and coaching Principal has a system in place to monitor teacher implementation/use of content/skill/tools on which teachers were trained Principal not yet using teacher input, including pre/post data, as a part of teacher assessment/evaluation 	<ul style="list-style-type: none"> Meets first two criteria of <i>Making substantial progress</i> Principal uses teacher input, including pre/post data, to inform teacher assessment/evaluation and rehiring decisions
1.5 Decision Support Data System – The school has multiple systems in place to support data-driven decision making.	<ul style="list-style-type: none"> No key data sources⁷ identified 	<ul style="list-style-type: none"> Key data sources identified but data collection systems are not in place 	<ul style="list-style-type: none"> The principal identified key data sources that allow for: <ul style="list-style-type: none"> assessment of <i>critical skills</i> improvement plan monitoring data-driven decision making Data collection systems from relevant/key sources are being prepared/finalized 	<ul style="list-style-type: none"> Meets first criteria of <i>Making substantial progress</i> Systems are in place that collect data from all relevant/key sources, and the data are used to inform decisions Principals and teachers access and use data systems regularly

⁷ Key data sources are data that provide information relevant to school restructuring and the implementation of the SIG plan.

Section 1: Implementation Indicators	Does not meet indicator	Partially meets indicator	Making substantial progress	Fully meets indicator
1.6 Facilitative Administration – School administrators use multiple data sources to assure integration of selection, training, coaching, and performance assessment; administrators use data to support teachers and help improve teacher skills.	<ul style="list-style-type: none"> Principal is not using available data sources to support teachers 	<ul style="list-style-type: none"> Principal has begun to examine data from selection, training, coaching, and performance assessments for focus on <i>critical skills</i> Principal uses some available data in providing support to teachers 	<ul style="list-style-type: none"> Principal ensures selection, training, coaching, and performance assessment focus on <i>critical skills</i> Principal uses some available data in providing support to teachers 	<ul style="list-style-type: none"> Meets first criteria of <i>Making substantial progress</i> Principal uses data from multiple sources to support teachers through training, coaching, and performance assessment
1.7 System Interventions – Decision support data systems are used to work with external systems to ensure financial, organizational, and human resources align with and support teachers and the improvement model.	<ul style="list-style-type: none"> Selection of and work with external providers not informed by key data 	<ul style="list-style-type: none"> Selection of and work with external providers partially informed by key data 	<ul style="list-style-type: none"> Selection of and work with external systems (e.g., external TA providers, community partners, corporate partners) is fully informed by key data Key data not continuously shared with external providers to ensure support is aligned with needs 	<ul style="list-style-type: none"> Meets first criteria of <i>Making substantial progress</i> Data are continuously shared with external providers to ensure support is aligned with needs
1.8 Stakeholder Involvement – The school involves stakeholders in the implementation of its improvement model.	<ul style="list-style-type: none"> Principal has not identified key stakeholders 	<ul style="list-style-type: none"> Principal has reached out to key stakeholders 	<ul style="list-style-type: none"> Principal actively engages key stakeholders in the implementation of the SIG plan 	<ul style="list-style-type: none"> Meets first criteria of <i>Making substantial progress</i> Boards and councils have a parent or community member Increased presence of key stakeholders at relevant meetings
1.9 SIG Plan – The school implements its SIG plan as described in its application. This indicator focuses on elements of SIG plan not captured in previous indicators, specifically: ---Educational program ---Organization (i.e., staff collaboration) <i>Rating for 1.9 should be based solely on educational program and organization</i>	<ul style="list-style-type: none"> The school has not started implementing many aspects prescribed in the SIG plan or has encountered many delays in the timeline 	<ul style="list-style-type: none"> The school is implementing some aspects prescribed in the SIG plan or may be delayed in the timeline 	<ul style="list-style-type: none"> The school is implementing most aspects prescribed in the SIG plan with few delays in the timeline 	<ul style="list-style-type: none"> The school is implementing all aspects prescribed in the SIG plan with no or few delays in the timeline

Section 2: Performance Indicators	Does not meet indicator	Partially meets indicator	Making substantial progress	Fully meets indicator
2.1 Performance Monitoring – The school staff monitor progress toward achievement goals using benchmark data as described in its SIG plan.	<ul style="list-style-type: none"> Principal has not identified performance benchmarks for SIG plan objectives 	<ul style="list-style-type: none"> Principal has begun to identify performance benchmarks for SIG plan objectives 	<ul style="list-style-type: none"> Principal has identified performance benchmarks for SIG plan objectives There is a procedure in place to collect benchmark data Teachers monitor progress on some performance benchmarks 	<ul style="list-style-type: none"> Principal ensured teachers monitor performance benchmarks Teachers monitor progress on all performance benchmarks
2.2 Benchmark Progress – The school is meeting its benchmark targets as described in its SIG plan.	<ul style="list-style-type: none"> The school is meeting less than 50% of the language arts and math benchmark targets for all grade levels. 	<ul style="list-style-type: none"> The school is meeting at least 50-75% of the language arts and math benchmark targets for all grade levels. 	<ul style="list-style-type: none"> The school is meeting at least 75% of the language arts and math benchmark targets for all grade levels. 	<ul style="list-style-type: none"> The school is meeting all language arts and math benchmark targets for all grade levels.

NDE SIG Evaluation: School Indicators Suggested Evidence Base

The following list provides some guidance on the type of documents the site visit team should request and review as they determine ratings. This list includes documentation suitable as evidence that should be considered along with data from interviews, focus groups, and surveys. The list is neither exhaustive, nor does it include a minimum number of mandatory documents. The site visit team should use its judgment in examining listed and other documents to determine whether sufficient evidence exist to justify a given rating. To the degree possible, the team should triangulate data to strengthen conclusions.

Section 1: Implementation Indicators	Suggested and suitable evidence base
1.1 Selection – The school has revised policies and procedures related to recruitment, interviewing, and hiring of teachers that focus on qualifications and criteria relevant to school improvement/restructuring.	<ul style="list-style-type: none"> • Policies or documentation of revised recruiting, interviewing, hiring, and removing procedures <ul style="list-style-type: none"> ○ Current and previous policies ○ Interview protocols and interview evaluation forms ○ Staff contracts • Qualifications and criteria used throughout recruiting, interviewing, hiring, and removing. <ul style="list-style-type: none"> ○ List of critical skills⁸ (i.e., skills that should be reflected in staff qualifications and hiring criteria) ○ Documentation of the development of recruiting, interviewing, hiring, and removing procedures • Description of reward and incentive system • Teacher union agreements
1.2 Training – School administrators provide pre-service and in-service training; administrators use pre-post data from training to examine trainer and staff performance and improve training.	<ul style="list-style-type: none"> • School professional development plan • PD calendar • PD/training sign-in sheets • Original and/or revised teacher training plans • Training agendas • PD participant feedback surveys • PD data summary reports • Trainer evaluation forms • Feedback provided to trainers
1.3 Coaching – School administrators provide on the job coaching; administrators annually analyze data on the frequency, quality, and duration of coaching to assess coach performance and improve coaching.	<ul style="list-style-type: none"> • Coaching calendar and records of completed coaching sessions • Coaching recipient feedback data or surveys • Coaching data summary reports • Coach evaluation forms • Feedback/guidance provided to coaches
1.4 Performance Assessment – The school has a system in place to assess skills on which staff were selected, trained, and coached; administrators use data to inform staff feedback.	<ul style="list-style-type: none"> • Description of teacher evaluation process • Revised teacher evaluation forms • Teacher/classroom observation schedule • Teacher/classroom observation form, including completed forms or summary report as evidence that observations were completed by the principal • Documentation of periodic principal-teacher meetings regarding feedback

⁸ *Critical skills* include knowledge base, competencies, and general abilities relevant to school restructuring and implementation of the SIG plan.

1.5 Decision Support Data System – The school has multiple systems in place to support data-driven decision making.	<ul style="list-style-type: none"> • Description of key data and data systems, noting relevance to critical skills and SIG plan • Procedures for gathering, compiling, and analyzing key data • Data systems and their importance have been shared with staff • Summary or examples of how data were used to inform decisions • PLC agendas and notes
1.6 Facilitative Administration – School administrators use multiple data sources to assure integration of selection, training, coaching, and performance assessment; administrators use data to support teachers and help improve teacher skills.	<ul style="list-style-type: none"> • Teacher evaluation forms linked to professional development plans • Teacher performance portfolios • Original and/or revised teacher improvement plans
1.7 System Interventions – Decision support data systems are used to work with external systems to ensure financial, organizational, and human resources align with and support teachers and the improvement model.	<ul style="list-style-type: none"> • Sustainability plans • External provider selection criteria • External provider files • Documentation of data disaggregation for external systems and organizations • Documentation of data sharing with external systems and organizations • Communications with external systems and organizations
1.8 Stakeholder Involvement – The school involves stakeholders in the implementation of its improvement model.	<ul style="list-style-type: none"> • Parent and community outreach and communication materials, including translations as needed for second language speakers • Board and parent council agendas and meeting minutes • Parent sign-in sheets, logs of parent/community member time on campus • List of committees with parent representatives
1.9 SIG Plan – The school implements its SIG plan as described in its application. This indicator focuses on elements of the SIG plan not captured in previous indicators, specifically: ---Educational program ---Organization (i.e., staff collaboration)	<ul style="list-style-type: none"> • SIG plans (eNOTE) • PLC meeting schedule • Grade or content level teacher meeting schedule • Evidence of before/after-school programs • Daily schedule for instructional time, and annual calendar of instructional days

Section 2: Performance Indicators	Suggested and suitable evidence base
2.1 Performance Monitoring – The school staff monitor progress toward achievement goals using benchmark data as described in its SIG plan.	<ul style="list-style-type: none"> • SIG plans (eNOTE) • Description of principal's monitoring schedule • Description of performance benchmarks used • Teachers' monitoring/assessment schedule • Status updates and progress reports (eNOTE)
2.2 Benchmark Progress – The school is meeting its benchmark targets as described in its SIG plan.	<ul style="list-style-type: none"> • SIG plans (eNOTE) • Student benchmark assessment data (or summaries) • Analyses of student benchmark assessment data

NDE SIG Evaluation: Principal Interview

SELECTION (SEPTEMBER VISIT ONLY)

1. How many of your teachers are new to the school this year?
 - a. What criteria or qualities did you look for when hiring your new teachers? (Probe for how criteria were identified.)
 - b. How did you determine which teachers to rehire to the school?
 - c. Describe any system of incentives or rewards you have for teachers.

TRAINING (SEPTEMBER AND UPDATES THEREAFTER)

2. Describe the professional development you as a principal have received this year.
3. How is the completed and planned PD **you and teachers** receive aligned with your SIG plan?
 - a. What data does the district collect about **your** PD experiences? What data do you collect about **teachers'** PD experiences? (Probe for satisfaction surveys, follow-up, conversations with staff.)
 - b. How are the data used? (Probe for informing training plans, assessing quality and usefulness, improving training, assessing trainer performance, identifying additional needs and training content.)
4. Describe any follow-up **you and your teachers** received after the training. (Probe if follow-up was needed and who provided the follow-up.)

COACHING (SEPTEMBER AND UPDATES THEREAFTER)

5. Describe the coaching/mentoring the district (or external providers) has provided you. (Probe for specific content and activities, and when and how often the coaching/mentoring occurs.)
6. What is your role in coaching and mentoring teachers?
 - a. What data does the district collect about **your** coaching/mentoring experiences? What data do you collect about **teachers'** coaching/mentoring experiences? (Probe for satisfaction surveys, follow-up, conversations with staff.)
 - b. How are the data used? (Probe for assessing quality and usefulness, assessing coach performance, guiding coaches, improving coaching, identifying additional needs.)

PERFORMANCE ASSESSMENT (SEPTEMBER AND UPDATES THEREAFTER)

7. What is the process for evaluating teacher performance? (Probe for sources of input into evaluation process, how findings are used with teachers.)
 - a. What criteria will be used to evaluate teacher performance?
8. Do/*How will* you ensure teacher evaluations are linked to the criteria used for hiring?
9. Will/*How will* teachers be evaluated on implementing what was intended through the PD and coaching/mentoring?

DECISION SUPPORT DATA SYSTEMS (SEPTEMBER AND UPDATES THEREAFTER)

10. What data systems are available to you and your teachers to help make informed decisions? (Probe for student data, teacher conversations/feedback, and classroom walkthrough data.)

11. Have/*How do* you and your teachers used student achievement data? (Probe for instructional practices like pre/re-teaching, formative assessment, test prep, moving kids into/out of special education or LEP classes.)

FACILITATIVE ADMINISTRATION (SEPTEMBER AND UPDATES THEREAFTER)

12. How has the district changed its organizational structure to better support you and your school? (Probe for changes in staff roles and functions, financial re-allocations, etc.)

SIG PLAN (SEPTEMBER AND UPDATES THEREAFTER)

13. Overall, describe the progress your school has made toward implementing its SIG plan.
- What changes outlined in your SIG plan have been implemented or are in progress?
 - Has there been a need to modify your SIG plan, and if so, how?
14. What are some of the challenges and issues your school has encountered?
- What is being done or planned to overcome those issues?
 - What can the district do to help the school overcome those issues?
15. How often do you perform classroom walkthroughs?
- How long are you in the classroom?
 - How many classes do you observe in an average week/month?
 - What do you do with the classroom walkthrough data?

STAKEHOLDER INVOLVEMENT (SEPTEMBER AND UPDATES THEREAFTER)

16. What does the school do to involve parents/community members in student learning? (Probe for broader parent/community involvement with implementation of SIG plan.)

PERFORMANCE MONITORING & BENCHMARK PROGRESS (SEPTEMBER AND UPDATES)

17. What student assessments have teachers already administered this year?
- What were the findings/outcomes?
 - How were the data shared with staff?
 - How have teachers used the data?

ADDITIONAL QUESTIONS (SEPTEMBER) – OPTIONAL, AS TIME PERMITS

18. Overall, describe the freedom and flexibility that you have now that you did not have previously.
19. What are some of the other initiatives going on at the school this year? (Probe for language arts initiatives, math initiatives, anything not directly related to the SIG plan.)
20. Where do you expect the school to be in terms of SIG plan implementation by the end of the year?
21. What changes will have occurred by the end of the year?
22. When we come back, what can we look for as evidence of those changes?
23. Are there any additional action steps or activities that will be implemented that we have not already discussed? If so, please describe.
24. Do you have any additional comments or thoughts you would like to share about implementation of your SIG plan and evidence of progress?

NDE SIG Evaluation: Implementation

Specialist/Coach Interview

1. What is your role with the implementation of the SIG plan? (Probe for specific activities these staff provide, differences in responsibilities across schools, and other responsibilities they have in addition to SIG.)
2. How do you receive guidance on who to work with and what topics to address?

Based on specific responsibilities ask training or coaching questions below. If specialist works with multiple schools, ask about all schools.

TRAINING (SEPTEMBER AND UPDATES THEREAFTER)

3. Please describe the PD you have provided teachers so far this year as a part of SIG plans. (Probe for specific content of the PD such as classroom instruction and assessment.)
 - a. Describe any follow-up your teachers received after the training. (Probe if follow-up was needed and who provided the follow-up.)
 - b. What additional PD do you plan to offer teachers this school year? (Probe for specific content of the PD and when it is planned.)
4. How is the PD aligned with SIG plans?
 - a. What data are collected about the PD? (Probe for satisfaction surveys, follow-up, conversations with staff.)
 - b. How are the data used? (Probe for monitoring learning, providing feedback, informing training plans, examining effectiveness, identifying additional needs and training content.)
5. Have teachers changed their instructional practices as a result of training? How do you know? (Probe for conversations with teachers, classroom observations.)

COACHING (SEPTEMBER AND UPDATES THEREAFTER)

6. Please describe any role you have had with the coaching/mentoring of teachers this year. (Probe for specific content and activities, and when and how often the coaching/mentoring occurs.)
7. How is the coaching/mentoring aligned with SIG plans?
 - a. What data are collected about the coaching/mentoring? (Probe for satisfaction surveys, follow-up, conversations with staff.)
 - b. How are the data used? (Probe for assessing quality and usefulness, assessing coach performance, guiding coaches, improving coaching, identifying additional needs.)
8. Have teachers changed their instructional practices as a result? How do you know? (Probe for conversations with teachers, classroom observations.)

SIG PLAN (SEPTEMBER AND UPDATES THEREAFTER)

9. What are some of the successes and positive changes you have seen so far as a result of SIG plans?
10. What are some of the challenges and issues schools have encountered implementing SIG plans?
 - a. What is being done or planned to overcome those issues?
 - b. What can the district do to help the school overcome those issues?
11. Do you have a role in teachers' grade level or content area team meetings? If yes, please describe.
 - a. What do the teachers do in those team meetings?
 - b. How often are you able to participate in teacher team meetings?
12. How often do you perform classroom walkthroughs?
 - a. How long are you in the classroom?
 - b. How many classes do you observe in an average week/month?
 - c. What do you do with the classroom walkthrough data?

ADDITIONAL QUESTIONS (SEPTEMBER) – AS TIME PERMITS

13. What are some of the other initiatives going on at the schools this year? (Probe for language arts initiatives, math initiatives, anything not directly related to the school improvement plan.)
14. Where do you expect the school to be in terms of SIG plan implementation by the end of the year?
15. What changes do you anticipate will have occurred by the end of the year?
16. When we come back, what can we look for as evidence of those changes?
17. Do you have any additional comments or thoughts you would like to share about the SIG plan, and evidence of its progress and implementation?

NDE SIG Evaluation: Teacher Focus Group

SIG PLAN

1. Describe your familiarity with and understanding of your SIG plan. (September only)
2. What is your understanding of your role in the implementation of your SIG plan?
 - a. What is your understanding of what your principal and district are supposed to do to support you in implementing the SIG plan?
3. What are your expectations for what will occur at your school as a result of the SIG? (Probe for changes in instruction, professional development, student achievement.) (September only)
4. Describe any changes you have observed at the school so far this year. (Separate for teachers new to school and returning.) (Probe for instruction, professional development, student performance.)

TRAINING (ALL VISITS)

5. What kind of professional development have you received this year?
 - a. Who provides the professional development?
 - b. How often do you receive professional development?
 - c. Is this professional development meeting your needs? If not, what would?

COACHING (AFTER SEPTEMBER)

6. Describe the type of coaching/mentoring you have received this year.
 - a. What kinds of activities does the coach/mentor perform?
7. How often do you work with the coach/mentor?
8. Are coaches meeting your needs? If not, how could they better meet your needs?

PERFORMANCE MONITORING (ALL VISITS)

9. What data systems are available to you to monitor student performance?
 - a. How often do you access and use student data?
 - b. How do you use the data? (Probe for re-teaching, test prep, improving lessons, meeting student needs.)

BENCHMARK PROGRESS

10. How are your students doing in terms of academic performance?
11. Have students met SIG plan performance benchmark targets?
12. What is done for students who do not meet targets?

ADDITIONAL QUESTIONS

13. Overall, are the principal or district staff supporting you and your efforts differently this year than in previous years or at previous schools? If yes, please explain.
14. What additional comments or thoughts would you like to share about the implementation of your SIG plan?

School: _____

Respondent: _____

Date: _____

NDE SIG Evaluation: School Indicators Rating Sheet

In the following sheet please note the rating, justification, and evidence base on which you make your rating. In determining a school's rating at a given visit, use all available sources of data: documents, interviews, focus groups, observations, and surveys. To the degree possible, the team should **triangulate data** to strengthen conclusions. Ratings should be determined in a holistic manner; *if you find a school to be in between two ratings or meeting only some elements of a description*, choose the rating that is fully met and include in the justification the criteria of the next higher rating where improvements are needed in order to meet the next rating.

Please note evidence base in such a way that the evidence can be identified. If evidence includes interviews please note which interviewee; if it includes documents please specify the name of the document. Indicate whether documents are uploaded in eNOTE.

1= Does not meet indicator 2= Partially meets indicator 3= Making substantial progress 4= Fully meets indicator

Section 1: Implementation Indicators	Rating	Justification	Evidence base
1.1 Selection – The school has revised policies and procedures related to recruitment, interviewing, and hiring of teachers that focus on qualifications and criteria relevant to school improvement/restructuring.			
1.2 Training – School administrators provide pre-service and in-service training; administrators use pre-post data from training to examine trainer and staff performance and improve training.			
1.3 Coaching – School administrators provide on the job coaching; administrators annually analyze data on the frequency, quality, and duration of coaching to assess coach performance and improve coaching.			
1.4 Performance Assessment – The school has a system in place to assess skills on which staff were selected, trained, and coached; administrators use data to inform staff feedback.			

School: _____

Respondent: _____

Date: _____

1.5 Decision Support Data System – The school has multiple systems in place to support data-driven decision making.			
1.6 Facilitative Administration – School administrators use multiple data sources to assure integration of selection, training, coaching, and performance assessment; administrators use data to support teachers and help improve teacher skills.			
1.7 System Interventions – Decision support data systems are used to work with external systems to ensure financial, organizational, and human resources align with and support teachers and the improvement model.			
1.8 Stakeholder Involvement – The school involves stakeholders in the implementation of its improvement model.			
1.9 SIG Plan – The school implements its SIG plan as described in its application. Specifically, in the following areas: ---Educational program ---Organization			

Section 2: Performance Indicators	Rating	Justification	Evidence base
2.1 Performance Monitoring – The school staff monitor progress toward achievement goals using benchmark data as described in its SIG plan.			
2.2 Benchmark Progress – The school is meeting its benchmark targets as described in its SIG plan.			

Appendices

The appendices include documents intended to assist site visit teams in rating indicator 1.9, as well as additional documentation relevant to the evaluation of SIG schools. The following documents are included in the appendices:

- District Profiles
- School Profiles
- Sample District Rating Sheet
- District Indicators
- School Indicators
- Teacher Survey
- SIG Achievement Data Request
- SWCC/NDE Statement of Work for the Evaluation of NDE SIG

NDE SIG Evaluation: District Profiles

These profiles outline district-based elements of the SIG plans that are not specifically captured under other indicators on the rubric, but should be examined to determine degree to which districts are supporting schools in the manner specified in their applications. Specifically, these profiles outline *Governance*. Profiles include general information on governance structure, key staff involved in implementation of the SIG plan, key elements of district support (turnaround office, mentors, coaches), and methods of ensuring school principal has authority.

These profiles are provided to assist site visit teams in assessing progress on indicator 1.9.

WASHOE COUNTY SCHOOL DISTRICT

- **Office of School Performance** - direct accountability and supervision of SIG schools. Houses Area Superintendents and Performance Directors.
- **Area Superintendent** (one each for Zones 1, 2, 3, and 4) - under direction of Deputy Superintendent; accountable for increasing student outcomes and overall performance of a group of schools.
- **Performance Directors** (one for Zone 1-2; one for Zone 3-4) - under direction of Area Superintendent; coordinates the work of a cross-functional team of specialists to assure quick, effective response to school needs.
- **School Support Team** assigned to Area Superintendent for each Zone (District central office departments such as Special Education, IT, Human Resources, Policy Accountability and Assessment, and Plant Facilities).
- **Zone Implementation Specialists** - under direction of newly created Professional Development Office; collaborates with schools to identify areas of concern and create PD plans for teachers.
- *Managed Performance Empowerment* theory of action for managing school performance - balance control (managed instruction) and autonomy (performance empowerment).
- *Pathway to Success* - common, ambitious, concrete goals for everyone involved with WCSD schools, including students, parents, teachers, principals, administrators, and other school staff.
- *New Teacher Induction and Mentor Program* - provides highly effective mentors to support novice K-12 teachers.
- *Implementation Specialists* - site-based IS to provide PD and support to K-12 teachers.

CLARK COUNTY SCHOOL DISTRICT

- Schools are assigned to Superintendent's Schools Division.
- **Turnaround Leader/Project Directors** - hired to provide administrative support, ensure compliance with all components of the turnaround/ transformation model, make programmatic changes as needed, and oversee development of school improvement/restructuring plans for Carson ES and Rancho HS.
- **Project Director** will oversee two **Project Facilitators**, one at each school site.
- **Project Facilitator** - licensed teacher appointed to work exclusively with each particular school to provide specialized support to teachers and administrators in the implementation of effective curricular programs.
 - Project Facilitator plans, prepares, and conducts professional development training and assists in facilitation of staff development programs with focus on student achievement.
 - Project Facilitator works with district office to facilitate efforts of mentors/coaches in implementing effective instruction and learning strategies into all curricular areas.
- Principal has authority to make staffing decisions.

CARSON CITY SCHOOL DISTRICT

- Hire two **Implementation Specialists** (teachers on special assignment or contracted service providers) to:
 - focus on primary implementation elements of grant ("catalyst for program implementation");
 - collect data on student progress and report it to all stakeholders; and
 - coach and support department chairs (teacher leaders) in their expanded role.
- District facilitates monthly staff development professional learning communities (PLC) for implementation specialists to focus on the primary implementation elements of the grant.
- **Associate Superintendent** to serve as mentor to school principal; meet weekly to review goals, data, and leadership responsibilities related to project, with a focus on leading a school through the transition model.
- District office will:
 - contribute significantly to data collection as well as training and support and
 - support the development of all four areas (curriculum, instruction, assessment, and leadership) throughout the project.

NDE SIG Evaluation: School Profiles

These profiles outline school-based elements of the SIG plans that are not specifically captured under other indicators on the rubric, but should be examined to determine degree to which districts are supporting schools in the manner specified in their applications. Specifically, these profiles outline *Educational Program* and *Organization*. Educational Program includes information on school model, major interventions, before/after-school programs, and extended day/year. Organization includes strategies aimed at fostering or increasing staff collaboration, particularly elements that change school culture.

These profiles are provided to assist site visit teams in assessing progress on indicator 1.9.

WASHOE COUNTY SCHOOL DISTRICT

DUNCAN ES

EDUCATIONAL PROGRAM

- Turnaround model
- STEM Academy
- LEAD 21 reading program
- Everyday Math
- On-site integrated Pre-Kindergarten program
- 21st Century Community Learning Center (21st CCLC) after-school tutoring
- Focused intersession tutoring
- Operational flexibility for principal through budgeting oversight, staff recruiting and hiring, and school calendar/schedule

ORGANIZATION

- Professional Learning Communities
- Peer Assistance and Review (PAR) - protocol of teachers working together to improve the quality of teaching and learning
- Learning Leadership Team - grade level representatives, classified staff, administration and community members; primary focus of ensuring growth for all students and promoting shared common purpose.

ECHO LODER ES

EDUCATIONAL PROGRAM

- Transformation model
- Language Arts Academy

- LEAD 21 reading
- Everyday Math
- Extended learning opportunities via 90 min. literacy block and staggered writing block for all grades
- After-school literacy/math program
- 21st Century after-school program for additional academic support, including art/music enrichment
- Additional academic support through intercessions in November and April
- Positive Behavior Supports (PBS)
- Operational flexibility for principal through budgeting oversight, staff recruiting and hiring, and school calendar/schedule

ORGANIZATION

- Professional Learning Communities
- Peer Assistance and Review - protocol of teachers working together to improve the quality of teaching and learning
- Learning Leadership Team - grade level representatives, classified staff, administration and community members; focused on student achievement.

SMITHRIDGE ES

EDUCATIONAL PROGRAM

- Turnaround model
- STEM Academy
- Modified instructional day with extended literacy and math blocks
- Before- and after-school tutoring
- STEM intersession/camp during off-track for targeted students
- Positive Behavior Supports
- Operational flexibility for principal through budgeting oversight, staff recruiting and hiring, and school calendar/schedule

ORGANIZATION

- Professional Learning Communities
- Peer Assistance and Review - protocol of teachers working together to improve the quality of teaching and learning
- Learning Leadership Team - grade level representatives, classified staff, administration and community members; focused on student achievement.

VETERANS ES

EDUCATIONAL PROGRAM

- Transformation model
- STEM Academy
- LEAD 21 reading program
- Everyday Math (K-5) and Holt Mathematics (6th)
- Increased instructional time (2.5-3 hours per week)
- Before-school tutoring using specific research-based programs
- Learning extension opportunities during November intersession
- Positive Behavior Supports
- Operational flexibility for principal through budgeting oversight, staff recruiting and hiring, and school calendar/schedule

ORGANIZATION

- Professional Learning Communities
- Peer Assistance and Review - protocol of teachers working together to improve the quality of teaching and learning

CLAYTON MS

EDUCATIONAL PROGRAM

- Transformation model
- SpringBoard/Pre-AP Academy
- Intervention Teachers for ELA and math
- Extended learning time with revised schedule including daily instruction in all four core classes
- After-school tutoring (21st Century)
- Positive Behavior Support
- Operational flexibility for principal through budgeting oversight, staff recruiting and hiring, and school calendar/schedule

ORGANIZATION

- Professional Learning Communities
- Peer Assistance and Review - protocol of teachers working together to improve the quality of teaching and learning

DILWORTH MS

EDUCATIONAL PROGRAM

- Transformation model
- STEM Academy
- Extended school day (seven classes plus 15 min. advisory period)
- Core classes extended to 72 min. long
- After-school 21st Century tutoring
- Positive Behavior Support
- Operational flexibility for principal through budgeting oversight, staff recruiting and hiring, and school calendar/schedule

ORGANIZATION

- Professional Learning Communities
- Peer Assistance and Review - protocol of teachers working together to improve the quality of teaching and learning

O'BRIEN MS

EDUCATIONAL PROGRAM

- Transformation model
- STEM Academy
- Extended learning time via 45 min. enrichment period added to each day
- After-school tutoring
- Positive Behavior Support
- Operational flexibility for principal through budgeting oversight, staff recruiting and hiring, and school calendar/schedule

ORGANIZATION

- Professional Learning Communities
- Peer Assistance and Review - protocol of teachers working together to improve the quality of teaching and learning

CARSON ES

EDUCATIONAL PROGRAM

- Turnaround model
- Empowerment school
- International Baccalaureate (IB) Primary Years Program
- Nineteen additional instructional minutes per day

ORGANIZATION

- Structured Teacher Planning Time (STPT) – weekly, data-driven
- Professional Learning Communities

RANCHO HS

EDUCATIONAL PROGRAM

- Transformational model
- Empowerment school
- Extended seven-period day
- Graduation Advocacy Program (GAP)
- Zeros Aren't Permitted (ZAP)
- Freshman Teaming
- Feeder Middle School Transition

ORGANIZATION

- Structured Teacher Planning Time (STPT) once per month

EAGLE VALLEY MS

EDUCATIONAL PROGRAM

- Transformational model
- Creating own unit-based curriculum
 - Collaboratively planned
 - Horizontally and vertically aligned
 - Includes learning targets for students to understand prior to instruction
 - Includes series of curriculum checklists and pre/post-unit documents so department and school leaders can monitor content delivery
 - Develop monitoring system to verify full implementation of unit-based system
- Homeroom intervention project
 - Every teacher at site, including core content teachers, to be assigned a mathematics or ELA homeroom group. Students grouped according to common skill level per RIT band scores.
 - Provide activities to students aligned with their skill-level needs
 - Review classroom assignments in targeted core areas
 - Provides additional 25 minutes of instruction per day in reading or math
- Extended school day intervention project
 - Constructed to support 80-100 students, divided between writing and mathematics in first year

ORGANIZATION

- Professional Learning Communities
- Includes enhanced coaching and professional support for department chairs, minimum of one hour per week
- Teachers to collaborate within content areas and grade levels to develop common curriculum units and assessments

NDE SIG Evaluation: District Indicators Rating Sheet

--EXAMPLE--

In the following sheet please note the rating, justification, and evidence base on which you make your rating. In determining a district's rating at a given visit, use all available sources of data: documents, interviews, focus groups, observations, and surveys. To the degree possible, the team should **triangulate data** to strengthen conclusions. Ratings should be determined in a holistic manner; *if you find a district to be in between two ratings or meeting only some elements of a description*, choose the rating that is fully met and include in the justification the criteria of the next higher rating where improvements are needed in order to meet the next rating.

Please note evidence base in such a way that the evidence can be identified. If evidence includes interviews please note which interviewee; if it includes documents please specify the name of the document. Indicate whether documents are uploaded in eNOTE.

1= Does not meet indicator 2= Partially meets indicator 3= Making substantial progress 4= Fully meets indicator

Section 1: Implementation Indicators	Rating	Justification	Evidence base
1.1 Selection – The district has revised policies and procedures related to recruitment, interviewing, and hiring of principals and other district staff that focus on qualifications and criteria relevant to school improvement/restructuring.	4	<ul style="list-style-type: none"> Revised hiring policies and procedures aligned to critical skills are in place Rewards/incentive system in place and shared with staff at all SIG schools Key grant position filled Teacher union agreements in place 	<ul style="list-style-type: none"> SIG implementation specialist District administrator Principals (4 of 5 share revised hiring policy) Revised policy (eNOTE) Incentive plan (eNOTE) Teacher union agreements (hardcopy) Organization chart (eNOTE) Critical skills (hardcopy) Principal/staff evaluations (hardcopy) Job descriptions (district website)
1.2 Training – The district provides pre-service and in-service training; district staff use pre-post data from training to examine trainer and staff performance and improve training.	2	<ul style="list-style-type: none"> District in the process of aligning PD plan with critical skills Pre/post data is being collected, data collection plan is in place, but data not yet being used Data collection plan not shared with principals—because not yet finalized <p>FEEDBACK</p> <ul style="list-style-type: none"> Complete alignment Fully implement data collection plan Examine and use data to monitor learning 	<ul style="list-style-type: none"> SIG implementation specialist District administrator Draft district PD plan (eNOTE) Participant feedback surveys (hardcopy) PD calendar (district website) PD sign in sheets (hardcopy)

1.3 Coaching – District staff provide on the job coaching; district staff annually analyze data on the frequency, quality, and duration of coaching to assess coach performance and improve coaching.	3	<ul style="list-style-type: none"> • All coaches in place • District helped determine coaching needs but does not ensure coaches activities are in line with district guidance • District share documents outlining process of aligning coach activities with critical skills. • District collects informal feedback from principals about coaching and surveys from teachers, but not using data FEEDBACK <ul style="list-style-type: none"> • District monitoring of coach activities • Feedback provided to coaches based on data from principals and teachers • District examines principal and teacher feedback to determine coach effectiveness 	<ul style="list-style-type: none"> • SIG implementation specialists/Coaches • District administrator • Principals (3 of 5 note providing feedback about coaching to district) • PLC meeting notes where district staff and coach discuss critical skills (hardcopy) • Coaching calendar/records (hardcopy) • Teacher feedback surveys (eNOTE)
1.4 Performance Assessment – The district has a system in place to assess skills on which staff were selected, trained, and coached; district staff use data to inform staff feedback.	1	<ul style="list-style-type: none"> • Staff performance evaluation system not being implemented—district in planning phase FEEDBACK <ul style="list-style-type: none"> • Complete alignment of evaluation system with critical skills • Implement evaluation system • Develop a monitoring schedule/protocol 	<ul style="list-style-type: none"> • District administrator • Principals • Draft staff evaluation forms (hardcopy) • Principal and staff work plans (hardcopy) • Critical skills (eNOTE) • Lack of monitoring schedule/protocol
1.5 Decision Support Data System – The district has multiple systems in place to support data-driven decision making.	2	<ul style="list-style-type: none"> • Key data sources related to student learning, assessment of staff critical skills, stakeholder involvement, after school program, coach activities, PLCs, and extended instructional time identified—no data yet collected • Data collection systems in place for extended instructional time, stakeholder involvement, and after school program. FEEDBACK <ul style="list-style-type: none"> • Develop system to collect data from all key sources • Refine key data sources related to student achievement 	<ul style="list-style-type: none"> • District administrator • SIG implementation specialists/Coaches • Draft list of data sources (eNOTE) • Data collection instruments for stakeholder involvement, and after school program (hardcopy) • Summary report for stakeholder data (eNOTE) • Lack of data collection protocols for numerous key data sources

1.6 Facilitative Administration – District staff use multiple data sources to assure integration of selection, training, coaching, and performance assessment; district staff use data to support principals and teachers and help improve skills.	1	<ul style="list-style-type: none"> District in the process of aligning selection, hiring, training, coaching, and performance assessment with critical skills Sporadic use of data in identifying areas of need for principals and ensuring alignment of processes District presence at PD events not consistent Lack of guidance to principals <p>FEEDBACK</p> <ul style="list-style-type: none"> Complete alignment Improve use of data when identifying areas of need Focus training and coaching on identified needs Improve communication and support to principals 	<ul style="list-style-type: none"> SIG implementation specialists/Coaches District administrator Principals (5 of 5 indicate limited guidance from district) Meeting agendas/notes on alignment of critical skills and process (hardcopy) PD sign in sheets (hardcopy) Description of critical skills (eNOTE) Prior and draft principal and staff evaluation forms (eNOTE)
1.7 System Interventions – Decision support data systems are used to work with external systems to ensure financial, organizational, and human resources align with and support principals, teachers, and school improvement models.	N/A	No external systems/organizations/providers engaged	
1.8 Stakeholder Involvement – The district involves stakeholders in the implementation of its improvement model.	4	<ul style="list-style-type: none"> Parents and community active on boards and committees Systems in place to regularly communicate with parents and community 	<ul style="list-style-type: none"> District administrator Principals (all 5 indicate improved community participation) Board meeting minutes (district website) Committee member lists (district website) Newsletters, English and Spanish (hardcopy) Parent portal usage numbers (hardcopy)

1.9 District SIG Plan – The district supports school implementation of SIG plans as described in its application. This indicator focuses on elements of SIG plans not captured in previous indicators, specifically: ---Governance	2	<ul style="list-style-type: none"> • Key SIG staff in place but roles and responsibilities still begin defined • Key SIG staff still need additional training to better support principals • Key SIG staff unable to keep up with principal requests for assistance and are running two to three weeks behind (because staff are being asked to fulfill other non-SIG tasks) • Principals report having sufficient authority to implement SIG plan, but lack district support FEEDBACK <ul style="list-style-type: none"> • Clearly define staff roles and responsibilities and ensure they are related to SIG plans • Limit extraneous, non-SIG activities of key SIG staff • Provide staff with training to better support principals 	<ul style="list-style-type: none"> • SIG implementation specialists/Coaches • District administrator • Principals (5 of 5 indicate delays in responding to requests for assistance) • Job descriptions (district website) • Agendas and notes from meetings with principals (hardcopy) • District SIG plan (eNOTE)
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Section 2: Performance Indicators	Rating	Justification	Evidence base
2.1 Performance Monitoring – The district monitors school progress toward achievement goals using benchmark data as described in school SIG plans.	2	<ul style="list-style-type: none"> • District has identified benchmark assessments but assessments are not begin used by all SIG schools • District is not monitoring performance benchmark data to see if schools are meeting goals • District not following up with school on their use of benchmark assessments FEEDBACK <ul style="list-style-type: none"> • Develop and adhere to a district monitoring schedule • Ensure all SIG schools implement benchmark assessments properly 	<ul style="list-style-type: none"> • District administrator • Principals (2 of 5 indicated most teachers are implementing benchmark assessments) • Lack of monitoring schedule • Lack of progress reports based on benchmark data
2.2 Benchmark Progress – District schools are meeting benchmark targets as described in SIG plans.	N/A	<ul style="list-style-type: none"> • Schools are in process of analyzing first round of benchmark assessments 	

Nevada School Improvement Grant Evaluation: District Indicators

Section 1: Implementation Indicators	Origin	Alignment with SIG model requirements ⁹	Data Source	Evaluation Method
1.1 Selection – The district has revised policies and procedures related to recruitment, interviewing, and hiring of principals and other district staff that focus on qualifications and criteria relevant to school improvement/restructuring.	Fixsen	TA (1i), (1ii), (1iii), (1v); T (1A), (1E), (4A)	Documents (policies/procedures, principal contracts, interview protocols, interview evaluations) Principals District Staff	Doc Review Interviews
1.2 Training – The district provides pre-service and in-service training; district staff use pre-post data from training to examine trainer and staff performance and improve training.	Fixsen	TA (1iii), (1iv) T (1C), (1D), (1E), (4B)	Documents (training agendas, training surveys, data summary reports) Principals District Staff	Doc Review Interviews
1.3 Coaching – District staff provide on the job coaching; district staff annually analyze data on the frequency, quality, and duration of coaching to assess coach performance and improve coaching.	Fixsen	TA (1iv), (1vii) T (1D), (2B), (4B)	Documents (coaching records, training surveys, data summary reports) Principals District Staff	Doc Review Interviews
1.4 Performance Assessment – The district has a system in place to assess skills on which staff were selected, trained, and coached; district staff use data to inform staff feedback.	Fixsen	TA (1ii) T (1B), (1C)	Documents (revised principal/staff policy and evaluation forms) Principal District Staff	Doc Review Interviews
1.5 Decision Support Data System – The district has multiple systems in place to support data-driven decision making.	Fixsen	TA (1vii) T (2B)	Documents (data systems, summary reports) Principals District Staff	Doc Review Interviews

⁹ Model requirements referenced here are outlined in the document *Final Requirement for School Improvement Grants, as amended in January 2010* released by US DOE. Indicators are aligned with the requirements identified in the Final Requirements document under Strongest Commitment, Turnaround model (TA) and Transformation model (T) subsections. Specifically, we aligned indicators with the elements of the Turnaround and Transformation model that LEAs must implement.

1.6 Facilitative Administration – District staff use multiple data sources to assure integration of selection, training, coaching, and performance assessment; district staff use data to support principals and teachers and help improve skills.	Fixsen	TA (1iii), (1iv), (1vii) T (1B), (1C), (1D), (1E), (2B)	Documents (principal/staff evaluation forms, staff personal improvement plans) Principals District Staff	Doc Review Interviews
1.7 System Interventions – Decision support data systems are used to work with external systems to ensure financial, organizational, and human resources align with and support principals, teachers, and school improvement models.	Fixsen	TA (1iii), (1vii) T (1E), (4B)	Documents (sustainability plans) District Staff	Doc Review Interviews
1.8 Stakeholder Involvement – The district involves stakeholders in the implementation of its improvement model.	SEA Application Requirement 10	TA (1ix) T (3B)	Documents (school improvement plans, eNote, monitoring system, data reports) Principals District Staff	Doc Review Interviews
1.9 District SIG Plan – The district supports school implementation of the SIG plan as described in its application. Specifically, in the following areas: ---Governance	SEA Application Req. 5, 6; LPA Restructuring Guide	TA (1i), (1iii), (1v), (1vi), (1viii), (1ix) T (1C), (1D), (1E), (2A), (3A), (4A), (4B)	Documents (school improvement plans, eNote, district support agendas/records) Principals District Staff	Doc Review Interviews

Section 2: Performance Indicators	Origin	Alignment with SIG model requirements¹	Data Source	Evaluation Method
2.1 Performance Monitoring – The district monitors school progress toward achievement goals using benchmark data as described in the SIG plans.	SEA Application Req. 7	TA (1vii) T (2B)	Documents (school improvement plan, eNote, monitoring system) Principal Teachers	Doc Review Interviews Surveys Focus Group
2.2 Benchmark Progress – District schools are meeting benchmark targets as described in SIG plans.	SEA Application Req. 7		Documents (school improvement plan, eNote, benchmark data) Principal Teachers	Doc Review Interviews Surveys Focus Group

Nevada School Improvement Grant Evaluation: School Indicators

Section 1: Implementation Indicators	Origin	Data Source	Evaluation Method
1.1 Selection – The school has revised policies and procedures related to recruitment, interviewing, and hiring of teachers that focus on qualifications and criteria relevant to school improvement/restructuring.	Fixsen	Documents (policies/procedures, teacher contracts, interview protocols, interview evaluations) Principals	Review Interviews
1.2 Training – School administrators provide pre-service and in-service training; administrators use pre-post data from training to examine trainer and staff performance and improve training.	Fixsen	Documents (training agendas, surveys, data summary reports) Principal District Staff Teachers	Doc Review Interviews Surveys Focus Groups
1.3 Coaching – School administrators provide on the job coaching; administrators annually analyze data on the frequency, quality, and duration of coaching to assess coach performance and improve coaching.	Fixsen	Documents (coaching records, surveys, data summary reports) Principal District Staff Teachers	Doc Review Interviews Surveys Focus Groups
1.4 Performance Assessment – The school has a system in place to assess skills on which staff were selected, trained, and coached; administrators use data to inform staff feedback.	Fixsen	Documents (teacher evaluation forms) Principal Teachers	Doc Review Interviews Surveys
1.5 Decision Support Data System – The school has multiple systems in place to support data-driven decision making.	Fixsen	Documents (data systems, summary reports) Principal Teachers	Doc Review Interviews Surveys Focus Groups
1.6 Facilitative Administration – School administrators use multiple data sources to assure integration of selection, training, coaching, and performance assessment; administrators use data to support teachers and help improve teacher skills.	Fixsen	Documents (teacher evaluation forms, teacher personal improvement plans) Principal Teachers	Doc Review Interviews Surveys

1.7 System Interventions – Decision support data systems are used to work with external systems to ensure financial, organizational, and human resources align with and support teachers and the improvement model.	Fixsen	Documents (sustainability plans) District Staff	Doc Review Interviews Surveys
1.8 Stakeholder Involvement – The school involves stakeholders in the implementation of its improvement model.	SEA Application Req. 10	Documents (agendas, meeting minutes, communications, outreach efforts) Principal Teachers	Doc Review Interviews Surveys Focus Group
1.9 SIG Plan – The school implements its SIG plan as described in its application. Specifically, in the following areas: ---Educational program ---Organization (i.e., staff collaboration)	SEA Application Req. 4, 6; LPA Restructuring Guide	Documents (school improvement plan, eNote) Classroom walkthrough data/summaries Principal District Staff Teachers	Doc Review Interviews Surveys Focus Group

Section 2: Performance Indicators	Origin	Data Source	Evaluation Method
2.1 Performance Monitoring – The school staff monitor progress toward achievement goals using benchmark data as described in its SIG plan.	SEA Application Req. 7	Documents (school improvement plan, eNote, monitoring system) Principal Teachers	Doc Review Interviews Surveys Focus Group
2.2 Benchmark Progress – The school is meeting its benchmark targets as described in its SIG plan.	SEA Application Req. 7	Documents (school improvement plan, eNote, benchmark data) Principal Teachers	Doc Review Interviews Surveys Focus Group

NDE SIG Evaluation: Teacher Survey

(Posted Online)

Thank you for taking the time to complete this survey. It should take approximately 10-15 minutes to complete the survey. The progress bar at the bottom of the page provides an indication of the proportion of survey completed. Please note that your responses will be kept confidential. Data will only be reported in aggregate form. No individual data will be shared with school, district, or NDE staff. Please complete the survey by October 1, 2010. If you do not complete the survey at one sitting, please click on the link "Save and Continue" on the last page you complete. You will receive a follow-up email with a link that allows you to return to the survey and pick up where you left off. Thanks again for your time and input.

1. How long have you been teaching **at this** school? _____ *years*
2. How many years have you been teaching **at any** school? _____ *years*
3. What are your expectations for student achievement this year as a result of the SIG plan?
4. To what extent have the following shared information with you about your SIG plan?

	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Greatly</i>
Nevada Department of Education staff				
District staff				
School principal				
Other teachers				
Coaches/mentors				
Professional development providers				
Others (please describe who: _____)				

5. Has a school wide calendar or schedule about the implementation of your SIG plan been shared with you? *Yes* ____ *No* ____
6. How involved were teachers in identifying or determining the intervention and strategies that are a part of your SIG plan? *Not at all, A little, Somewhat, Greatly*
7. How has implementation of the SIG plan affected the following?

	<i>Decrease</i>	<i>No change</i>	<i>Increase</i>
Instructional resources			
Instructional flexibility			
Instructional support			
Teacher responsibility			
Professional development			
Coaching/mentoring			
Prep time			
Teacher collaboration			
Number of grade level/content area team meetings			
Parent/community involvement			
Principal's authority			
Other (please describe: _____)			

8. Since your school received its school improvement grant, to what extent have you received professional development/coaching on the following topics?

	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Greatly</i>
Student engagement				
Lesson planning				
Instructional strategies				
Implementing the ELA curriculum				
Implementing the math curriculum				
Implementing other content area curricula				
Differentiated instruction				
Teaching English language learners				
Developing effective lessons				
Administering benchmark assessments				
Using assessment data				
Other _____				

9. What additional topics would you like addressed through professional development?

10. To what extent have you used in your classroom any of the information/tools/skills on which you received professional development? *Not at all, A little, Somewhat, Greatly*

11. Please indicate how often you use the following methods to provide feedback to your principal about the professional development/coaching you received as a part of the SIG plan?

	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Often</i>
Informal conversations				
Surveys				
During staff meetings				
During individual meetings				
Other (please describe: _____)				

12. To what extent has the professional development/coaching changed your...

	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Greatly</i>
Lesson planning?				
Instructional strategies?				
Use of the ELA curriculum?				
Use of the math curriculum?				
Teaching of English language learners?				
Collaboration with teachers in the same grade/content area?				
Collaboration with other teachers at your school?				
Use of assessments?				
Use of assessment data?				
Other: _____				

13. What strategies do you use at your school to monitor student progress on objectives identified in your SIG plan? _____

14. To what extent is your curriculum:

	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Greatly</i>	<i>Don't know</i>
Horizontally aligned within grade levels?					
Vertically aligned from one grade level to the other?					
Aligned with state standards?					

15. Did your school develop a leadership team as a part of its SIG plan? *Yes* ____ *No* ____

If yes,

a. Who is on the leadership team?

<input type="checkbox"/> Principal	<input type="checkbox"/> Parents
<input type="checkbox"/> Vice principal	<input type="checkbox"/> Community members
<input type="checkbox"/> Teachers	<input type="checkbox"/> Students
<input type="checkbox"/> Aides	<input type="checkbox"/> Other _____

b. What is the role of the leadership team? _____

16. How does your principal monitor SIG plan related activities? _____

17. How does the district monitor SIG plan related activities? _____

18. To what extent:

	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Greatly</i>
Has your school developed Professional Learning Communities (PLC's)?				
Have you been provided with the planning time necessary to fully implement your SIG plan?				
Has the school principal provided oversight on implementation of your SIG plan?				
Has the district provided oversight on implementation of your SIG plan?				

19. How regularly do you review data about implementation of the SIG plan with each of the following:

	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Often</i>
Principal				
District staff				
SIG Program facilitator				
Other teachers				

20. How regularly do you review student academic progress with each of the following:

	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Often</i>
Principal				
District staff				
SIG Program facilitator				
Other teachers				

21. Has any system of rewards or incentives been discussed with you this year? *Yes* ____ *No* ____

a. If yes, which of the following topics did the discussion include?

<input type="checkbox"/> Financial incentives
<input type="checkbox"/> Promotion opportunities
<input type="checkbox"/> Career growth opportunities
<input type="checkbox"/> Flexibility
<input type="checkbox"/> Other _____

22. Have any conditions been described to you under which you would be removed from the school?

Yes ____ *No* ____

a. If yes, what were these conditions? _____

23. What additional support does your school need to successfully implement its SIG plan?

24. Any additional comments? _____

NDE SIG Evaluation: Achievement Data Request

School: _____

Date completed: _____

Intervention Model: _____

2009-2010 Reading/Language arts average scale score	Grade						
	3	4	5	6	7	8	HSPE
All students							
First quartile (<25%)							
Second quartile (26%-50%)							
Third quartile (51%-75%)							
Highest quartile (>76%)							
American Indian							
Asian							
Hispanic							
Black							
White							
Limited English Proficient							
Special Education							
Migrant							
Free and Reduced Priced Lunch							

2009-2010 Math average scale score	Grade						
	3	4	5	6	7	8	HSPE
All students							
First quartile (<25%)							
Second quartile (26%-50%)							
Third quartile (51%-75%)							
Highest quartile (>76%)							
American Indian							
Asian							
Hispanic							
Black							
White							
Limited English Proficient							
Special Education							
Migrant							
Free and Reduced Priced Lunch							

Statement of Work

SWCC Evaluation of Nevada SIG

BACKGROUND

The Nevada Department of Education (NDE) has received School Improvement Grant (SIG) funding under the auspices of Section 1003(g) of the Elementary and Secondary Education Act. The NDE has identified ten eligible schools in three school districts (Carson City, Clark, and Washoe) to receive SIG funding in 2010-11, in accordance with federal law, rule and guidelines. Pursuant to the Final Requirements for SIG states must ensure that SIG funds provide adequate resources to enable the lowest achieving schools to dramatically improve student achievement through the implementation of one of four intervention models: restart, closure, transformation or turnaround. The SEA is also responsible for determining continuation funding based on adequate progress in meeting SIG requirements and performance targets. The NDE plans to actively monitor progress in implementing the intervention models proposed by each LEA and in meeting identified performance targets.

In 2005, the U.S. Department of Education selected WestEd, in partnership with RMC Research, as the agency to operate the Southwest Comprehensive Center (SWCC). The SWCC works collaboratively with the states of Arizona, Colorado, Nevada, New Mexico, and Utah to help **all** children achieve to high standards. WestEd is a nonprofit research, development, and service agency, working with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. RMC Research Corporation provides a full range of research and evaluation, professional development, and technical assistance services addressing all levels of education. WestEd and RMC each draw on more than 40 years of successful experience managing and providing technical assistance for the U.S. Department of Education.

PURPOSE

The SWCC will provide assistance to the NDE in developing and implementing its plan to monitor and evaluate progress in SIG LEAs/schools. Formative data will be used by the NDE to determine LEA/school need for assistance in implementing its plan and making adjustments. Summative data will be used to inform NDE decisions regarding:

- 1) the degree to which targets have been met and outcomes have been achieved; and
- 2) the continuation of LEA SIG funding. The SWCC will provide support and assistance to the NDE staff in meeting their SIG monitoring and evaluation needs by:

3. Identifying cross-site implementation and progress indicators based on federal grant requirements and requirements outlined in Section C of the SEA application.
4. Developing monitoring and evaluation tools, instruments and protocols for data collection, including:
 - A principal interview protocol to be administered during each site visit;
 - A support staff interview protocol to be administered during each site visit;
 - A teacher focus group protocol to be administered during each site visit; and

- A teacher survey to be administered electronically at the beginning, middle, and end of the school year.
- 5. Assisting NDE in conducting quarterly onsite visits beginning in September, 2010, to each identified SIG school, as well as to the LEA office(s) with management oversight for the LEA's SIG-served school(s). Such visits will utilize the protocols outlined in #2 above. Site visit teams comprised of SWCC and NDE staff will rate each school's progress on all of the cross-site implementation and progress indicators using a four-point scale: 1) fully meets indicator; 2) making substantial progress; 3) partially meets indicator; and 4) does not meet indicator. Site visit teams will provide justification for their ratings. A score sheet for site visit teams to document their ratings and justifications will accompany the site visit tools and protocols.
- 6. Developing a template and implementing a process for submitting SIG Quarterly Implementation Reports to NDE that document:
 - the LEA's progress on completion of the action steps delineated in its implementation timeline developed for each Tier I and Tier II school identified in its application;
 - the progress on the leading indicators (reporting metrics) listed in the Final Requirements (Section III.A.3) for each Tier I and Tier II school identified in the LEA's application;
 - the progress of each Tier I and Tier II school toward meeting its LEA-established goals; and
 - if applicable, the progress that the LEA has made in conducting any LEA-level activities designed to support implementation of the selected intervention model(s) in its Tier I and Tier II school(s).
- 7. Developing and implementing an annual summative evaluation that will report on end-of-year status in each of the above areas. *All reports, both formative and summative, are intended for the Nevada Department of Education to inform their decisions regarding the professional development, technical assistance and state interventions that may be needed for SIG LEAs/schools.*

RESPONSIBILITIES

NDE

- Ensure school and LEA data are properly uploaded to Tracker.
- Coordinate visits, including onsite interviews.
- Conduct site visits and collect site-based evaluation data.
- With SWCC, provide preliminary ratings, justification, and summary of progress on implementation and progress indicators.
- Provide evaluation team with access to LEA and school improvement plans, teacher contact information for surveys, and other information as needed.

SWCC

- Develop cross site implementation and progress indicators based on applicable federal and state grant requirements.

- Develop evaluation plan, data collection protocols, and rubric/guidance documents.
- Assist NDE with site visits and collecting site-based evaluation data that include preliminary ratings, justification, and summary of progress on implementation and progress indicators.
- Produce quarterly implementation reports based on document review and analyses of data collected during onsite visits.
- Produce annual report—aggregate quarterly report ratings and examine schools progress over the course of the school year.

SCOPE OF WORK

- Sub-task 1:** Identify cross-site implementation and progress indicators.
Deliverable: List of cross-site implementation and progress indicators approved by NDE.
Due Date: September 1, 2010
- Sub-task 2:** Develop monitoring and evaluation tools, instruments and protocols for data collection.
Deliverable: NDE approved protocols for: site visit; principal interview; support staff interview; teacher focus group; and teacher survey.
Due Date: September 1, 2010
- Sub-task 3:** Assist NDE in conducting quarterly onsite visits.
Deliverable: Effective participation of at least one SWCC staff person in each site visit.
Due Date: September and November, 2010; February and April, 2011.
- Sub-task 4:** Conduct online teacher survey.
Deliverable: Teacher survey data analyses by school site, LEA and state.
Due Date: September, 2010; January and April, 2011.
- Sub-task 5:** Develop SIG quarterly reports for NDE.
Deliverable: Quarterly reports of progress for each SIG school/LEA.
Due Date: Within three weeks of each site visit.
- Sub-task 6:** Develop an annual summative evaluation report for NDE.
Deliverable: Annual SIG Report.
Due Date: June, 2011

WORKPLAN

The general timeline for this work is from August 2010 to June 2011, in accordance with the SWCC Year 6 Workplan for NDE and the chart below.

MONTH/ YEAR	Evaluation Tasks/Activities	Deliverable(s)	Person(s) Responsible
8/10	Identify cross-site implementation and progress indicators	List of indicators	Juan Carlos B. Mary P. Sue M-H.
	Develop evaluation instruments	Protocols for: site visit; interviews, surveys, focus groups	Juan Carlos B. Mary P. Sue M-H
9/10	Conduct first site visits	See below	Mary P. RMC Rep. Sue M-H
	Administer online teacher survey	Compiled results	Juan Carlos B.
10/10	Prepare and submit first quarter reports to NDE	First Quarter Reports for all SIG sites	Mary P. Juan Carlos B.
11/10	Conduct second round of site visits	See below	Mary P. RMC Rep.(?) Sue M-H
12/10	Prepare and submit second quarter reports to NDE	Second Quarter Reports for all SIG sites	Mary P. Juan Carlos B.
1/11	Administer online teacher survey	Compiled results	Juan Carlos B.
2/11	Conduct third round of site visits	See below	Mary P. RMC Rep.(?) Sue M-H
3/11	Prepare and submit third quarter reports to NDE	Third Quarter Reports for all SIG sites	Mary P.
4/11	Conduct fourth round of site visits	See below	Mary P. RMC Rep.(?) Sue M-H
	Administer online teacher survey	Compiled results	Juan Carlos B.
5/11	Prepare and submit fourth quarter reports to NDE	Fourth Quarter Reports for all SIG sites	Mary P.
6/11	Prepare and submit annual report	Annual SIG Report	Juan Carlos B. Mary P.

Signatures