Closure Model

District Level



**Student Achievement**

**and**

**School Accountability Programs**

**(SASA)**

**LEA Monitoring Indicators for**

**School Improvement Grants**

January 12, 2011

**LEA MONITORING INDICATORS FOR**

**SCHOOL IMPROVEMENT GRANTS**

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| **I. APPLICATION PROCESS: The SEA ensures that its application process was carried out consistent with the final**  **requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR**  **66363 (October 28, 2010))]** | |
| **Guiding Questions** | **Acceptable Evidence** |
| A. Describe generally your experience, process, and timeline for writing the SIG application. | A. LEA describes its experience and process for writing the  SIG application |
| B1. What information did the LEA receive from the SEA  regarding the submission of its application?  B2. What was the process the LEA used to develop and submit  its application?  B3. In developing its application, how did the LEA:  o Conduct a needs assessment?  o Select a model?  o Construct its budget?  o Use disaggregated student data to determine its  intervention strategies? For example with regard to  LEP students or students with disabilities. | B1. LEA describes the information/guidance it received  regarding the application  B2. LEA describes how it prepared its application including  conducting a needs assessment, selecting a model based  on its needs assessment, and constructing a budget  B3. Copy of the LEA’s needs assessment |
| C1. How many schools does the LEA have in each Tier?  C2. Did the LEA apply to serve all of its Tier I, Tier II, and  Tier III schools? | C1. LEA indicates number of schools in each Tier  C2. LEA describes its process for determining for which schools it applied for SIG funding |

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

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| **II. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with**  **the final requirements of the SIG program [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]** | |
| **Guiding Questions** | **Acceptable Evidence** |
| 1. ***General Questions for all Intervention Models***   1. Describe what this school was like before implementing reform efforts as part of the school intervention model.  2. Describe generally your process for implementing the SIG  models at the school level. | 1. ***Evidence for All Intervention Models***   1. LEA describes the school prior to SIG and before any reform efforts were implemented  2. LEA describes its process for implementing the SIG  models in its schools |
| 3. Has the LEA made any structural changes to support the implementation of the SIG intervention models? | 3a. LEA describes structural changes made, such as reassignment of duties, creation of turnaround offices, addition of staff  3b. Current documentation that describes how the LEA is organized to support/implement SIG, such as organizational charts or job descriptions |
| 4. Has the LEA made any contractual changes or agreements with the labor union to ensure full and effective implementation of the intervention models (if applicable)? | 4a. LEA describes contractual changes or agreements, their relationship to SIG, and the timing of the changes  4b. Copies of MOUs |
| 5. How has the LEA addressed the following requirements: | 5. Current documentation that describes the LEA’s process  and criteria for approving external providers |

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

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| 5a. Recruited, screened, and selected external partners, if applicable, to ensure their quality?  5b. Modified its practices or policies, if necessary, to enable its schools to implement interventions fully and effectively? | 5a. Contracts/Agreements the LEA has entered into with external providers  5b. LEA describes how it has modified its policies and practices |
| 6. Has the LEA established annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics for each Tier I and Tier II school that it is serving? | 6a. LEA provides copies of LEA’s annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics for each Tier I and  Tier II school that it is serving  6b. LEA provides any data it may have on progress toward those goals |

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| ***E. Closure Model Specific Questions***  1. Describe generally why you implemented the closure model and how you closed the school | ***E. Closure Model Specific Evidence***  1. LEA describes its efforts to close its schools |
| 2a. Where are students who previously attended the closed school enrolled? How far away are these schools from the school that was closed?  2b. How did you ensure that these schools are higher performing than the school which was closed with respect to student achievement data and how was this determined?  2c. How did the LEA support families and students in their transition to the new school? | 2a. Schedule for completing the closure process  2b. Achievement data for the schools in which students are now enrolled  2c. Letter to parents, press releases, or announcements providing information on the closure of the school and new school where the student will be enrolled |

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| **III. FISCAL: The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG**  **program. [Section II of the final requirements for the School Improvement Grants authorized under section**  **1003(g) of Title I of Elementary and Secondary Education Act of 1965 (ESEA), as amended (75 FR 66363 (October**  **28, 2010)); §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87.]** | |
| **Guiding Questions** | **Acceptable Evidence** |
| A. Describe your process and efforts for accounting for the spending of SIG funds | A. LEA describes its internal accounting and budget review process and the steps it takes to make sure expenditures are allowable |
| B1. Did the SEA adjust your proposed budget or did you have to adjust your budget as part of your application?  B2. Has the LEA submitted any amendments to its application? | B1. LEA describes any adjustments made to budgets or to programs based on budget adjustments  B2. LEA provides copies of any amendments. |
| C1. How much of the LEA’s SIG award is being used at the  district-level to support implementation of the selected  school intervention models?  C2. How is the LEA using these funds? | C1. LEA budget  C2a. LEA describes how funds are being used at the district- level  C2b. Copies of invoices, personnel “runs,” etc. that document  expenditures of SIG funds. |
| D. How is the LEA ensuring that district-level activities conducted with SIG funds are specifically supporting SIG schools? | D. LEA describes its process for ensuring district-level activities are directed toward SIG schools |

LEA-Level Questions, Continued

E. How is the LEA ensuring that a school being served with SIG funds is still receiving all the funds that it would have received without the SIG award?

E1. LEA describes its process for ensuring that SIG funds do not supplant other funds

E2. Comparability reports

E3. Documentation of Title I ranking and allocation

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| **IV. TECHNICAL ASSISTANCE: The SEA ensures that technical assistance is provided to its LEAs consistent with the**  **final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR**  **66363 (October 28, 2010))]** | |
| **Guiding Questions** | **Acceptable Evidence** |
| A. Are you receiving support or guidance with regard to SIG implementation? If so, describe generally any support or guidance you are receiving regarding SIG? | A1. LEA describes any technical assistance it has received from the SEA or other providers  A2. Samples of guidance, memoranda, training materials and/or agenda of meetings about SIG that have been provided or been conducted by the SEA particularly relating to the application, budget, intervention model selection, and selection of external providers  A3. Informational resources and tool kits, including Web- based resources and materials, provided by the LEA to schools related to the implementation of the SIG models |
| B1. With regards to technical assistance, how has the LEA supported, how does it currently support, and how does it plan to support schools in implementing the SIG program?  B2. In what areas does the LEA feel it needs to develop its capacity to provide better technical assistance to its schools? | B1. LEA describes any technical assistance it has provided to the schools, including the types, to whom, and how often  B2. LEA describes any assistance it is currently providing or plans it has to provide additional technical assistance, including the types, to whom, and how often |
| C. Are there other areas where the LEA or its schools implementing SIG models could use additional support or technical assistance? | C. LEA describes any areas where it could use additional technical assistance |

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| **V. MONITORING: The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the**  **final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]** | |
| **Guiding Questions** | **Acceptable LEA Evidence** |
| General Questions  A. Has the SEA monitored or scheduled a monitoring visit to review the LEA’s SIG implementation? | A. LEA memorandums or letters relating to the monitoring of SIG |
| B. How is the LEA ensuring that each SIG  school:  1. Is fully implementing the selected intervention model in the 2010 school year?  2. Is meeting the requirements of the  school’s intervention model? | B. LEA describes its process for ensuring that schools are implementing in accordance with the final requirements |

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| **VI. DATA COLLECTION: The SEA ensures that data is being collected consistent with the final requirements of**  **the SIG program [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]** | |
| **Guiding Questions** | **Acceptable Evidence** |
| A1. What process is the LEA using to collect data on the leading indicators?  A2. How is the LEA keeping track of or managing this data?  A3. How is the LEA using this data to inform its decision- making and reform efforts?  A4. Is the LEA collecting any additional data beyond that required by the SEA and the SIG program? | A. LEA describes the data it is collecting, its process for collecting the data, and its protocols for managing data on the leading indicators |
| B. Beyond the reporting requirements, does the LEA have any plans for how it will use the data it gathers? If so, please describe those plans. | B. LEA describes its plans for analyzing data and how it is using the data to inform policy decisions and its role in supporting schools |
| C. Have you begun collecting any benchmark or interim data on the leading indicators? If so, what does the data show thus far? | C. LEA provides copies of and explains any benchmark or interim data it has collected, if available |