



UNITED STATES DEPARTMENT OF EDUCATION

OCT 24 2013

The Honorable John Huppenthal
Superintendent of Public Instruction
Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007

Dear Superintendent Huppenthal:

During the week of May 13, 2013, a team from the U.S. Department of Education's (ED) Office of School Turnaround (OST) reviewed the Arizona Department of Education's (ADE) administration of Title I, section 1003(g) (School Improvement Grants (SIG)) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As part of its review, the ED team interviewed staff at the State educational agency (SEA) and two local educational agencies (LEAs). The ED team also conducted site visits to two schools implementing the SIG intervention models, where they visited classes and interviewed school leadership, teachers, parents, and students. Enclosed you will find ED's final monitoring report based upon this review.

The primary purpose of monitoring is to ensure that the SEA carries out the SIG program consistent with the final requirements. Additionally, ED is using its monitoring review to observe how LEAs and schools are implementing the selected intervention models and identify areas where technical assistance may be needed to support effective program implementation.

In line with these aims, the enclosed monitoring report is organized in three sections: (1) *Summary and Observation*, (2) *Technical Assistance Recommendations*, and (3) *Monitoring Findings*. The *Summary and Observations* section describes the SIG implementation occurring in the schools and districts visited, initial indicators of success, and any outstanding challenges relating to implementation. The *Technical Assistance Recommendations* section contains strategies and resources for addressing technical assistance needs identified during ED's visit. Finally, the *Monitoring Findings* section identifies any compliance issues within the six indicator areas reviewed and corrective actions that the SEA is required to take.

The ADE has 30 business days from receipt of this report to respond to all of the compliance issues contained herein. ED staff will review your response for sufficiency and will determine which areas are acceptable and which require further documentation of implementation. ED will allow 30 business days for receipt of this further documentation, if required. ED recognizes that some corrective actions may require longer than the prescribed 30 days, and in these instances, will work with the ADE to determine a reasonable timeline. In those instances where additional time is required to implement specific corrective actions, you must submit a request for such an extension in writing to ED, including a timeline for completion for all related actions. Each State that participates in an onsite monitoring review and that has significant compliance findings in one or more of the programs monitored will have a condition placed on that

program's grant award specifying that the State must submit (and receive approval of) documentation that all compliance issues identified in the monitoring report have been corrected. When documentation sufficient to address all compliance areas has been submitted and approved, ED will then remove the condition from your grant award.

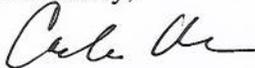
With regards to the *Technical Assistance Recommendations* provided, we encourage you to employ these strategies to further support the effective implementation of the SIG program. ED staff will follow up with your staff over the next few months to see how the ADE is working to address these issues and make use of this technical assistance.

Please be aware that the observations reported, issues identified, and findings made in the enclosed report are based on written documentation or information provided to ED by SEA, LEA, or school staff during interviews. They also reflect the status of compliance in Arizona at the time and locations of ED's onsite review. The ADE may receive further communication from ED that will require it to address noncompliance occurring prior or subsequent to the onsite visit.

The ED team would like to thank Dan Brown and his staff for their hard work and the assistance they provided prior to and during the review in gathering materials and providing access to information in a timely manner.

We look forward to working further with your staff to resolve the issues contained in this report and to improve the quality of the SIG program in Arizona.

Sincerely,



Carlos McCauley
Group Leader
Office of School Turnaround

Enclosure

cc: Dan Brown, Deputy Associate Superintendent for Career and Technical Education/School Improvement and Intervention Section
Robert Gray III, Director of Operations for LEA and School Improvement

Arizona Department of Education
Targeted Monitoring Review of School Improvement Grants (SIG) under
Section 1003(g) of the Elementary and Secondary Education Act of 1965
May 13-17, 2013

SCHOOL IMPROVEMENT GRANTS (SIG) MONITORING REPORT FOR ADE

BACKGROUND				
Models	Number of SIG Schools Implementing the Model - Cohort I	Number of SIG Schools Implementing the Model - Cohort II		
Turnaround	7	4		
Transformation	12	8		
Restart	0	0		
Closure	0	0		
Tier	SIG-eligible Schools	SIG-funded Schools	SIG-eligible Schools	SIG-funded Schools
Tier I	24	14	19	7
Tier II	6	5	6	5
Tier III	275	0	261	0

MONITORING TRIP INFORMATION	
Monitoring Visits and Award Amounts	
SEA Visited	Arizona Department of Education
Total FY 2009 SIG Allocation	\$69,921,464
Total FY 2010 SIG Allocation	\$11,382,786
Total FY 2011 SIG Allocation	\$11,631,036
Total FY 2012 SIG Allocation	\$10,486,524
LEA Visited	San Carlos School District
LEA Information	Cohort 1: 2 schools awarded \$8,325,202.9 Cohort 2: 0 schools awarded \$0
School Visited	Rice Elementary
School Information	Model: Transformation Cohort: 1 School-Level Award: \$5,723,066.77
LEA Visited	Tucson Unified School District
LEA Information	Cohort 1: 2 schools awarded \$4,688,094.8 Cohort 2: 2 schools awarded \$8,716,263.0
School Visited	Palo Verde High School
School Information	Model: Turnaround Cohort: 2 School-Level Award: \$4,465,645
Staff Interviewed	

➤ SEA Staff	
➤ LEA #1 Staff: District Leadership Team	
➤ School #1 Staff: Principal, School Leadership Team, 5 Teachers, # Parents, Students, and 4 Classroom Visits	
➤ LEA #2 Staff: District Leadership Team	
➤ School #2 Staff: Principal, School Leadership Team, 5 Teachers, # Parents, Students, and 3 Classroom Visits	
U.S. Department of Education Staff	
Team Leader	Carlas McCauley
Staff Onsite	Molly Budman and Christopher Tate, Office of School Turnaround
	Angela Tanner-Dean and Gregory Corr, Office of Special Education Programs

OVERVIEW OF MONITORING PROCESS

The following report is based on U.S. Department of Education’s (Department) on-site monitoring visit to Arizona from May 13-17, 2013 and review of documentation provided by the State educational agency (SEA), local educational agencies (LEAs), and schools.

The *School Improvement Grant (SIG) Monitoring Report* provides feedback to the Arizona Department of Education (ADE) on its progress in implementing the program effectively, and in a manner that is consistent with the SIG final requirements, authorized by Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and as explained further in *Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (March 2012)*. The observations and descriptions illustrate the implementation of the SIG program by the SEA, LEAs, and schools visited; initial indicators of success; and any outstanding challenges being faced in implementation. The report consists of the following sections:

- **Background Information:** This section highlights significant achievements in the ADE’s implementation of the SIG grant. This section also includes a brief overview of the ADE’s structure and vision for SIG implementation.
- **Summary of ADE’s Implementation of SIG Critical Elements:** This section provides a summary of the SEA’s progress in implementing SIG and is based on evidence gathered during the monitoring visit on May 13-17, 2013 or through written documentation provided to the Department.
- **Technical Assistance Recommendations:** This section addresses areas where additional technical assistance may be needed to improve the quality of SIG program implementation.

- **Monitoring Findings:** This section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.

BACKGROUND INFORMATION

Highlights of ADE's Implementation of SIG

ADE Highlights

- The ADE offers monthly professional development meetings regionally for LEA school improvement teams to share successes and barriers with one another and act as thought partners
Both LEAs praised the ADE for its thorough and consistent monitoring plan. The ADE monitors schools on-site as well as electronically through its Performance Management Instrument (PMI) on a monthly and quarterly basis.

San Carlos School District/Rice Elementary Highlights

- Rice elementary has implemented the Teacher Advancement Program (TAP) model to promote success for all teachers through a supportive system involving master and mentor teachers as leaders of professional development, teacher collaboration 'cluster' meetings and data meetings. This structure fostered growth in terms of teaching practice, aided in retention of teaching staff and provided time for increased collaboration amongst staff.

Tucson Unified School District/Palo Verde High School Highlights

- The process for hiring teachers as per the final requirements of the turnaround model was rigorous and transparent. LEA staff, parents and students were a part of the interview process conducted by the school principal. By working with the local teacher's union, the school was able to recruit and select teachers that the principal identified as having the necessary competencies to fully implement the rigorous instructional reforms necessary to transform the school.

ADE Structure

The ADE has thirteen full-time staff dedicated to working on SIG implementation. These positions include a Deputy Associate Superintendent of School Improvement, a director of operations, three directors for programmatic and fiscal implementation and eight education program specialists. Staff works within the Highly Effective Schools Office of the ADE.

The ADE has restructured its office as a part of SIG implementation through centralizing of school improvement efforts. Prior to this change, ADE employees were working regionally to support schools. The ADE now looks at the improvement efforts more systemically rather than by school or region ADE's reorganization has placed an increased focus on collaboration across other programs within the Highly Effective Schools Office, such as Title I and Exceptional Student Services, to support improved outcomes for all students in the State. Specifically, ADE indicated that it has experienced success in bringing its SIG and special education staff together to provide professional development, technical assistance and support for schools in improvement.

According to the ADE, its goal for reform is to ensure students attend a highly performing school, by building school and district capacity to implement continuous improvement processes that are systematic, systemic and sustainable.

SUMMARY OF ADE'S IMPLEMENTATION OF SIG CRITICAL ELEMENTS

Application Process

During the Fiscal Year (FY) 2010 competition, the ADE made awards to LEAs in accordance with the timeline in its approved SIG application.

The SEA conducted its SIG competition in accordance with its approved SIG application. According to its application, the ADE planned to notify LEAs with SIG-eligible schools by first notifying superintendents in districts with Tier I or Tier II schools of their eligibility to apply. The ADE also contacted LEA leadership teams in an effort to prepare LEAs for the application process. The ADE provided LEA leadership with an informational SIG webinar and fielded questions. Lastly, ADE held a summit for any interested LEAs to assist in the application process and answer any outstanding questions or concerns. During interviews, LEA staff from both San Carlos and Tucson districts stated that the ADE supported the LEAs through the application process by providing informational webinars, offering application writing suggestions and providing useful budget and programmatic revision comments that forced LEAs to think more thoughtfully about school-level programs funded with SIG funds.

Since awarding the grants, the ADE has received requests from LEAs to amend their SIG applications. For revisions, the ADE assigned staff to each school to review activities to ensure the new plans are aligned with the school's original application and to ensure activities are allowable under the SIG regulations. Any fiscal changes are also sent to the accounting department to ensure they align to the school's budget and are not outside of the original scope of the plan. Once reviewed by several members of the ADE team and any necessary changes are made, the revision is finalized and sent back to the LEA and school.

Implementation

San Carlos School District/ Rice Elementary

Within the needs assessment of its SIG application, the San Carlos School District (SCSD) identified poor school climate, low student achievement and poor staff quality as the major areas of concern.

Within its SIG application, the SCSD indicated that Rice elementary school would address the school's climate issues by refining its implementation of Positive Behavioral Intervention and Support (PBIS) through increased professional development and teacher training. Administrators indicated that teaching and encouraging positive behavior through more consistent classroom management, incentives, and rewards has promoted a more positive school culture that includes higher behavioral and academic expectations for students. Although school staff expressed a desire to adhere to the core principles of PBIS, full implementation was not evident.

To improve student achievement, within its needs assessment, Rice indicated that it planned to update its instructional practices and programs as well as student opportunities for learning through the implementation of Response to Intervention (RtI) and the Teacher Advancement

Program (TAP) in an effort to link teaching and learning that promote greater accountability for effective instruction and increase student achievement scores. School administrators and teachers explained that the TAP program has increased accountability for instruction and because of this, student learning has improved and increases in student achievement scores are beginning to show. Although achievement scores have risen slowly, Rice staff explained that the increased amount of walkthroughs, evaluations and preparation time is a structure that staff is confident can produce results in future years. As it relates to RtI, Rice staff provided examples of how data was being used to identify student's academic strengths and weaknesses and to monitor progress. Staff also reported that data is used to identify professional development needs and to provide targeted support to teachers to improve instruction. However, other key components of RtI were not identified as practice, including the consistent delivery of culturally and linguistically responsive instruction, assessment, and evidence based intervention

Finally, to improve staff quality the school proposed using TAP to increase the collaboration amongst teachers and promote job-embedded professional development in areas such as co-teaching, modeling and differentiating instruction. Specifically, the utilization of master and mentor teachers to support new or struggling teachers was added to provide a tool for improving teacher practice and supporting school-wide growth. Rice's needs assessment also proposed using TAP's evaluation system, which holds teachers accountable for improving practice for the benefit of students through four formal observations per year. School administrators indicated that the master and mentor teachers provided individualized support for struggling or new teachers through professional development, coaching and constant reinforcement of skills, which have positively impacted student achievement. Teachers explained that while the additional support, professional development, and accountability added as part of the reforms was helpful in isolation, together it was overwhelming and detracted from their ability to spend time focusing on kids.

In addition to addressing the major areas of concern in the needs assessment, Rice originally retained the principal that was hired as part of a turnaround effort prior to the implementation of SIG, but then replaced that principal during the second year of implementation. The school also implemented a new teacher and principal evaluation system that incorporates data on student growth, instituted a system of rewards for staff that have increased student achievement, provided on-going, job-embedded professional development for staff, used data to inform and differentiate instruction, and increased learning time.

During interviews, the Rice leadership, parents and teachers indicated that Rice has demonstrated some effort, but has struggled with providing opportunities for family and community engagement and has also had limited success with implementing strategies to recruit, place, and retain staff.

Tucson Unified School District/Palo Verde High School

Through the districts needs assessment, the TUSD identified declining math and reading achievement scores and a culture lacking student focus, as well as an unsafe environment as the major areas of concern at Palo Verde High School. The needs assessment also stated that the school also lacked a leader with a strategic vision and plan for reform.

In its SIG application, Palo Verde High School indicated that it would increase student achievement in math and reading by improving instructional supports and providing professional development to teachers specific to using data to inform instructional practices. In interviews, the administration stated that the professional learning communities (PLCs) implemented as a part of the SIG program have been central to reforming instructional practices in the classroom. Teachers also reported that the establishment of common planning time has allowed them to utilize each other as professional resources. Overall, the school leadership team and teachers agree that the instructional supports implemented as a part of the SIG program have been central to increasing instructional rigor and increased academic success for students.

To improve the culture and climate, the TUSD implemented interventions aimed at improving student attendance, decreasing referrals and creating a safe environment that was student and academic focused. Teachers and LEA leadership stated that the principal and her leadership team are present in the hallways and available to students and parents unlike in the years prior to SIG implementation. Furthermore, the school staff reported that strategies implemented through SIG that support positive behavioral interventions have led to improved student attendance and a decrease in referrals. Student reported that while the school is at times too strict, it is an environment where they feel supported to succeed.

Finally, in an effort to address the lack of school leadership that was reform minded, the school replaced the principal prior to adopting the turnaround model and provided the new principal with the autonomy to reconstitute Palo Verde with staff that would support her vision for implementing the turnaround model. Teachers stated feeling more supported and expressed being recognized more under the new school administration. Moreover, the newly hired principal used locally adopted competencies when reconstituting Palo Verde. The LEA and school's leadership team reported that the rehiring process was transparent and the principal was clear in her expectations of staff and communicated the challenges that new staff would face in the turnaround environment.

In addition to addressing the major areas of concern in the needs assessment, Palo Verde replaced that principal as part of a reform effort, instituted a system of rewards for staff that have increased student achievement, provided on-going, job-embedded professional development for staff, used data to inform and differentiate instruction, and increased learning time through before-school and after-school efforts.

During interviews, the LEA and school leadership indicated that turnaround SIG schools in the district implemented, but struggled with recruiting staff to reconstitute turnaround schools.

Fiscal

The ADE reserves five percent of the State's SIG allocation and uses its reservation for salaries within the SIG office, for travel and occasionally for orientation conferences or training provided to LEAs.

The ADE ensures that SIG funds are spent on allowable activities by sending each expense to the programmatic team to ensure the request is aligned to the parameters of the grant and that it is supported by documented evidence. The education specialists provide comments and then the fiscal team checks that the LEAs have the funds available, the cost is correct and that what is requested is substantiated by the original intent of their school improvement plan or by new evidence. LEAs must also verify all cash draw-downs and if it is over a certain amount there is a further verification and monitoring process. All LEAs have a full fiscal compliance monitoring review once every three years.

To ensure that its LEAs adhere to proper accounting of time and attendance for SIG paid staff and maintain equipment and materials purchased with SIG funds, the ADE asks to look at LEA payroll register and expenditure reports. Each year the ADE team does a final review of these documents and the information is included within the LEAs completion reports.

Technical Assistance

ADE

During interviews, the ADE stated that it is providing technical assistance to support LEAs with implementing SIG by offering monthly professional development regional meetings for LEA school improvement teams to share success stories and discuss barriers with one another as well as to act as thought partners. The ADE also explained that it supports LEAs through monthly progress monitoring visits, improvement plan feedback given in the Arizona LEA Tracker (ALEAT) system and informal emails and phone calls.

LEA leadership stated that the ADE's support for SIG implementation has been thorough and consistent. Both LEAs explained that the fidelity of implementation of the grant was in part due to the ADE's constant technical assistance and the support of the program specialists who work with specific SIG schools. LEA leadership identified the support received from the ADE via phone calls, emails and on-site visits (monthly or quarterly) as the most helpful form of assistance received from the ADE. In general, school leadership stated that the ADE support has been essential for implementation of the grant. The school leadership team also explained that the ADE has acted as a thought partner and has pushed them to think more strategically about use of SIG funds and implementation of the reforms. The SCSD indicated that it could use additional support in engaging the community and families that is specific to populations living on Native American reservations.

San Carlos School District

The SCSD proposed to support schools in implementing SIG by creating a school transformation team for each site to monitor and support implementation. The team is composed of a Transformation Support Administrator, the district Data Specialist, and the district Professional Development Coordinator. Together with the Assistant Superintendent for Federal Programs and the Superintendent, the team meets monthly to review implementation progress, and to analyze benchmark data, classroom observations, teacher evaluations, and other supporting data to ensure that all students are on track academically and that all teachers are on track instructionally.

During interviews, Rice staff described the technical assistance it receives from the SCSD as inadequate in terms of programmatic support. Staff also stated that the technical support was helpful and consistent in terms of fiscal guidance and data collection. Rice teachers stated that the SCSD is so focused on improving test scores and tracking data trends, that it makes it difficult to focus on the components of SIG.

Tucson Unified School District

The TUSD did not propose an adequate plan for providing technical assistance to Palo Verde in the LEA's application for SIG funds. Because the district was decentralized and central office staff significantly reduced by the Superintendent, the SEA had to provide technical assistance and oversight in place of the district during the first year of SIG implementation. The district's application review by the State notes several action items the district needed to undertake to remove systemic barriers such as hiring a School Improvement Director and establishing a district level support network to facilitate communication and assistance to TUSD's two Cohort 1 schools.

In interviews Palo Verde staff described the technical assistance it receives from the TUSD as adequate since additional LEA staff members were hired during the second year of the program to facilitate implementation of SIG by the district. Palo Verde staff stated that it received very little assistance in the first year of SIG implementation from TUSD; however, district support in the second and third year of the grant has been strong. TUSD LEA staff assists the school by developing plans of action after each walkthrough and identifying resources weekly that school leadership can utilize to support the full and effective implementation of the SIG program.

Monitoring

In its approved application the ADE identified electronic progress monitoring and plan implementation through its Performance Monitoring Instrument (PMI) tracking system, monthly or quarterly (depending on need) site visits focused on programmatic implementation and a formal fiscal compliance monitoring once during each school's grant cycle as how it proposed to monitor SIG implementation. In interviews, LEA staff reported that monitoring happens quarterly or monthly depending on how many years each school has been implementing SIG or if a school has particular needs that require more frequent monitoring. During the monitoring process, the ADE staff interview the leadership team, parents, students and teachers along with classroom walkthroughs. The ADE also uses the PMI as a tool to check the school's progress towards certain indicators. After each visit, the ADE provides the LEA with an informal debrief on-site and a formal monitoring report with findings and corrective actions after each visit. Although the ADE is consistent with its monitoring approach and plan, the SEA stated that it could use more support with ensuring that all programmatic aspects of each school's SIG plans are being implemented with fidelity.

Data Collection

The ADE uses its SAIS (Student Accountability Information System) system, EDUaccess online system as well as through its office of Research and Evaluation Unit to collect data on SIG achievement and leading indicators from LEAs and schools. LEAs submit data to the SEA annually.

According to EDFacts records, the ADE has not submitted all required leading indicator data such as student attendance, teacher attendance, advanced coursework enrollment and school year minutes to the Department. In addition to not reporting leading indicator data for several schools, the ADE submitted incomplete data for other schools on these indicators, did not submit School Year (SY) 2010-11 average scale score data for its second cohort of schools, and only partially submitted SY 2011-12 truant data counts.

Application Process

Issue: Although the ADE provided technical assistance to TUSD during and after the SIG application process, interviews revealed that during its Cohort I application period, the TUSD had limited capacity to fully implement the interventions required by the SIG grant. Despite TUSD's insufficient capacity, ADE awarded the LEA SIG funding. It is important to note that TUSD has since restructured and improved its capacity to implement SIG fully and effectively.

Technical Assistance Strategies

- Improve ADE's capacity inventory to ensure that LEAs it will award in future competitions have demonstrated the capacity to implement required reforms. (Responsibility: ADE)
- Provide technical assistance and examples of best practices related to assessing LEA capacity. (Responsibility: ED)

Implementation

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

Technical Assistance Strategies:

- Provide technical assistance to LEAs on strategies and methods to improve meaningful and strategic parent and community engagement, such as how to more effectively include parents and community members in the planning, implementation, and evaluation of the programs and strategies that are implemented as part of the SIG grant. (Responsibility: ADE)
- Connect ADE to other SEAs with promising practices or examples related to family and community engagement (Responsibility: ED)
- Connect ADE to other SEAs with LEAs with high Native American populations in an effort to brainstorm effective strategies for parent and community engagement within this specific context. (Responsibility: ED)

Issue: During the visit, school staff at Rice Elementary indicated that they regularly review student data. The school leadership also stated that the data was used to inform decision-making around professional development and to track student progress. However, teachers were unable to communicate the extent to which data analysis was used to differentiate instruction and make data based decisions related to interventions and supports. Additionally, despite the fact that school and district staff reported receiving professional development related to PBIS and RtI, there was insufficient evidence to support that either intervention was being implemented with fidelity.

Technical Assistance strategies

- Provide technical assistance to SCSD to support its development of a plan for providing more focused, intensive support for teachers in analyzing student data and making data-based decisions. (Responsibility: ADE)
- Provide technical assistance to SCSD to support its development of a plan for providing more focused, intensive support for Rice in implementing PBIS and RtI with fidelity. (Responsibility: ADE)
- Provide ADE with technical assistance resources related to PBIS and RtI to increase its capacity to support effective implementation in schools. (Responsibility: ED)

Monitoring

Issue: While the ADE was monitoring both LEAs visited consistent with the plan outlined in its approved FY 2010 SIG application, the SCSD could benefit from more rigorous monitoring in order to ensure that all programmatic aspects of its SIG plans are implemented with fidelity including PBIS and RtI.

Technical Assistance Strategies:

- Provide the ADE with examples of States with rigorous monitoring plans in order to help the ADE more successfully assess programmatic compliance at the school level. (Responsibility: ED)

MONITORING FINDINGS

Summary of Monitoring Indicators

Critical Element	Requirement	Status	Page
<p>1. Application Process</p>	<p>The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. <i>[Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i></p>	<p>N/A</p>	
<p>2. Implementation</p>	<p>The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. <i>[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))]</i></p>	<p>Finding</p>	<p>14</p>
<p>3. Fiscal</p>	<p>The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. <i>[Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]</i></p>	<p>N/A</p>	
<p>4. Technical Assistance</p>	<p>The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. <i>[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))]</i></p>	<p>N/A</p>	
<p>5. Monitoring</p>	<p>The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. <i>[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))]</i></p>	<p>N/A</p>	

<p>6. Data Collection</p>	<p>The SEA ensures that data are being collected consistent with the final requirements of the SIG program. <i>[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))]</i></p>	<p>Finding</p>	<p>14-15</p>
----------------------------------	---	----------------	--------------

Monitoring Area: School Improvement Grant

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

Finding: The ADE has not ensured that schools implementing the transformation model are using teacher and principal evaluation systems that take into account data on student growth as a significant factor.

Citation: Section I.A.2(d)(1)(i)(B) of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)), requires use of a rigorous, transparent, and equitable evaluation systems for teachers and principals that— (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement.

Further action required:

Within 35 days of receipt of this report, the ADE must review all schools implementing the transformation model to determine whether the principal and teacher evaluation is in place in accordance with the SIG final requirements. The ADE must submit to ED the results of the review. For any school that the ADE determines is not implementing the principal and teacher evaluation in accordance with the SIG final requirements, the ADE must submit a timeline for implementing of the evaluation systems. For each school implementing the transformation model, the ADE must submit to ED documentation demonstrating a teacher and principal evaluation system aligned to the SIG final requirements program is being implemented in the 2013-2014 school year. For any school that cannot implement the principal and teacher evaluation system in accordance with the SIG requirements, the ADE must submit to ED the action it will take.

Critical Element 6: The SEA ensures that data are being collected consistent with the final requirements of the SIG program.

Finding: The ADE has not submitted all required leading indicator data such as student attendance, teacher attendance, advanced coursework enrollment and school year minutes to the Department. In addition to not reporting leading indicator data for several schools, the ADE submitted incomplete data for other schools on these indicators, did not submit School Year (SY) 2010-11 average scale score data for its Cohort 2 schools, and only partially submitted SY 2011-12 truant data counts.

Citation: Section III.A.4 of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)), states that an SEA must report on the SIG

leading and achievement metrics annually, with the first report providing baseline data and each subsequent report providing data based on the prior year of implementation of one of the four interventions. The SEA must provide such annual reports for each year for which the SEA allocates SIG funds under section 1003(g) of the ESEA.

Further action required: The ADE must submit all missing or incomplete data to EDFacts. The ADE must submit evidence that it has submitted the missing data to ED within 35 days of receiving a copy of this report.