

LEA Implementation Review Criteria

Required Element	When Evaluated	Evidence¹
II.1 Recruitment and Selection of the Principal	<ul style="list-style-type: none"> • Prior to Full Implementation² • Prior to Full Implementation • Prior to Full Implementation • Prior to Full Implementation 	<ul style="list-style-type: none"> • Principal job postings (in multiple locations) • Principal job description • Locally identified, school turnaround leadership competencies • Interview questions used to screen for those competencies.
II.2 Operational Flexibility	<ul style="list-style-type: none"> • Prior to Full Implementation & each year the principal’s contract is renewed. 	<ul style="list-style-type: none"> • A contract with the principal, signed and approved by the school board, that describes the specific operational flexibilities the principal will have.
II.3 Evaluation System	<ul style="list-style-type: none"> • Prior to Full Implementation & each year of renewal. 	<ul style="list-style-type: none"> • A guidebook or written policy, approved by the teacher’s union that describes the evaluation system in detail.
II.4 Criteria Specific to the Intervention Model - Turnaround - Placement of Teachers (and Staff)	<ul style="list-style-type: none"> • Prior to Full Implementation • Prior to Full Implementation 	<ul style="list-style-type: none"> • The rigorous evaluation instrument that will be used to screen all staff, and re-hire only 50%. • A written LEA policy for placing staff not-rehired that is agreed to by the union (as indicated by the signature of the union president).
II.4 Criteria Specific to the Intervention Model – Transformation and Early Learning – Identify and Reward Increased Student Achievement	<ul style="list-style-type: none"> • Prior to Full Implementation & each year of renewal. • Prior to Full Implementation & each year the MOU is renegotiated. 	<ul style="list-style-type: none"> • A written description of how teachers will be identified and rewarded. • Language in an MOU between the LEA and the teacher’s union that gives the principal explicit authority to remove teachers who, after having been given an opportunity to improve, have not done so.
II.5 Criteria Specific to the Intervention Model – Turnaround and Transformation – Actual Increase in the Length of the School Day, Week or Year	<ul style="list-style-type: none"> • Prior to Full Implementation & each year of renewal. 	<ul style="list-style-type: none"> • A calendar showing both the amount of time increased and how the time is being used.
II.5 Criteria Specific to the Intervention Model – Early Learning - Full-day Kindergarten and High Quality Preschool Program	<ul style="list-style-type: none"> • Prior to Full Implementation & each year of renewal. 	<ul style="list-style-type: none"> • A calendar showing the school day schedule.
II.5 Criteria Specific to the Intervention Model – Whole-school Reform Model and Restart Model –Provision of Extended Time	<ul style="list-style-type: none"> • Prior to Full Implementation & each year of renewal. 	<ul style="list-style-type: none"> • A calendar showing the school day schedule.
II.6 Incentives for Recruitment and Retention	<ul style="list-style-type: none"> • Prior to Full Implementation & any year the policy changes. 	<ul style="list-style-type: none"> • Written district recruitment and retention policy.
II.7 Alignment of Standards	<ul style="list-style-type: none"> • Prior to Full Implementation • Each year of full implementation 	<ul style="list-style-type: none"> • A professional development and/or PLC calendar that shows expected completion dates for curricular re-design work. • Sample curriculum maps, scope and sequences, and lesson plans.
II.8 Governance	<ul style="list-style-type: none"> • Prior to Full Implementation & any year additional governance changes are made. 	<ul style="list-style-type: none"> • Written LEA policy statements describing the structural changes it has made in order to support the funded schools.

¹ This evidence will be collected and reviewed prior to monitoring visits and as a part of the continuing application process.

² Also any year when a new principal is hired.

	<ul style="list-style-type: none"> • Each year of full implementation • Prior to Full Implementation & each year of renewal. 	<ul style="list-style-type: none"> • Performance evaluation instrument used to evaluate the effectiveness of the Transformation Officer or other district personnel accountable for overseeing the implementation of the intervention. • SIG Program Handbook
II.9 Criteria Specific to the Intervention Model – Transformation, Turnaround, & Early Learning - Selecting the Lead Partner	<ul style="list-style-type: none"> • Prior to Full Implementation & each year of renewal. • Prior to Full Implementation & each year of renewal. 	<ul style="list-style-type: none"> • A signed MOU with the Lead Partner that includes specific outcome measures, as well as deliverables, for which the Lead Partner is accountable. • A detailed written plan and schedule from the LEA detailing how it will monitor the performance of the Lead Partner and hold them accountable.
II.9 Criteria Specific to the Intervention Model - Restart Only - Selecting a charter school operator, CMO or EMO (Restart Model)	<ul style="list-style-type: none"> • Prior to Full Implementation & each year of renewal. • Prior to Full Implementation & each year of renewal. 	<ul style="list-style-type: none"> • A signed contract or charter with the charter school operator, CMO or EMO that includes specific student outcome measures, as well as other metrics of accountability, for which the charter school operator, CMO or EMO is accountable, including conditions of termination. • A detailed written plan and schedule from the LEA detailing how it will monitor the performance of the charter school operator, CMO or EMO and hold them accountable.
II.9 Criteria Specific to the Intervention Model – Whole-School Reform Model - Selecting the Whole-School Reform Model Developer	<ul style="list-style-type: none"> • Prior to Full Implementation & each year of renewal. • Prior to Full Implementation & each year of renewal. 	<ul style="list-style-type: none"> • A signed contract or MOU with the whole-school reform model developer that includes specific student outcome measures, as well as other metrics of accountability, for which the whole-school reform model developer is accountable, including conditions of termination. • A detailed written plan and schedule from the LEA detailing how it will monitor the performance of the whole-school reform model developer and hold them accountable.
II.10 Community Engagement	<ul style="list-style-type: none"> • Prior to Full Implementation & each year of renewal • Prior to Full Implementation & each year of renewal 	<ul style="list-style-type: none"> • A written community engagement plan • A schedule of opportunities for parents to provide input into the implementation of the grant.
II.11 Planning	<ul style="list-style-type: none"> • Prior to Full Implementation • Prior to Full Implementation • Prior to Full Implementation & each year of renewal • Prior to Full Implementation • Prior to Full Implementation • Prior to Full Implementation & each year of renewal 	<ul style="list-style-type: none"> • Evidence of participation in New Grantee Orientation • SIG/System of Support Activity and Meeting Coordination Calendar • Evidence of participation in ISBE sponsored convening • A monitoring visit conducted between April and June of the planning year, evaluating the readiness of the school to fully implement all required elements. • Other evidence of readiness listed would be collected and evaluated as pre-visit monitoring artifacts, and/or submitted and confirmed as a part of the continuing application process.
II.12 Implementation & Monitoring	<ul style="list-style-type: none"> • Prior to Full Implementation & each year of renewal 	<ul style="list-style-type: none"> • A written plan and specific schedule of fidelity monitoring and evaluation of data, that includes, at minimum, weekly fidelity checks and monthly evaluation of data.

II.13 Sustainability Planning	<ul style="list-style-type: none">• Prior to Full Implementation• Prior to Full Implementation each year of renewal	<ul style="list-style-type: none">• Conditions of funding that require the LEA and a school sustainability team will participate in ISBE provided sustainability planning training.• LEA submitted sustainability plan (Drafts in years 1, 2, and 3. Finalized plan in year 4.)
-------------------------------	--	--