



UNITED STATES DEPARTMENT OF EDUCATION

The Honorable Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

MAY 30 2013

Dear Superintendent Wright:

During the week of April 29 – May 2, 2013, a team from the U.S. Department of Education's (ED) Office of School Turnaround (OST) conducted a review of the Virginia Department of Education (VDOE) 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 VDOE 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 VDOE 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.

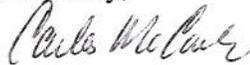
With regards to the *Technical Assistance Recommendations* provided, we encourage you to employ these strategies to further support the effective implementation of the SIG program. ED staff will follow up with your staff over the next few months to see how the VDOE is working to address these issues 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 North Carolina at the time and locations of ED's onsite review. The VDOE 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 Kathleen Smith and her 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 Virginia.

Sincerely,



Carlos McCauley
Group Leader
Office of School Turnaround

Enclosure

cc: State SIG Coordinator

Virginia (On-site)
 Targeted Monitoring Review of
 School Improvement Grants (SIG) under section 1003(g) of the
 Elementary and Secondary Education Act of 1965
 April 29-May 2, 2013

SCHOOL IMPROVEMENT GRANTS (SIG) MONITORING REPORT FOR VIRGINIA

BACKGROUND						
Models	Number of SIG Schools Implementing the Model - Cohort I	Number of SIG Schools Implementing the Model - Cohort II		Number of SIG Schools Implementing the Model - Cohort III		
Turnaround	0	0		NA		
Transformation	11	9		NA		
Restart	5	0		NA		
Closure	2	0		NA		
Tier	Number of SIG-eligible Schools	Number of SIG-funded Schools	Number of SIG-eligible Schools	Number of SIG-funded Schools	Number of SIG-eligible Schools	Number of SIG-funded Schools
Tier I	11	11	7	6	NA	NA
Tier II	11	7	12	3	NA	NA
Tier III	43	40	7	7	NA	NA

MONITORING TRIP INFORMATION	
Monitoring Visits and Award Amounts	
SEA Visited	Virginia Department of Education
Total FY 2009 SIG Allocation	\$59,838,030
Total FY 2010 SIG Allocation	\$9,351,868
Total FY 2011 SIG Allocation	\$8,918,719
Total FY 2012 SIG Allocation	\$7,746,479
LEA #1 Visited	Alexandria City
LEA Information	Cohort 1: 1 school awarded \$2,000,000.00
School Visited	T.C. Williams High School
School Information	Model: Transformation Cohort: 1 School-Level Award: \$2,000,000.00
LEA #2 Visited	Petersburg City

LEA Information	Cohort 1: 1 school awarded \$1,549,969.00 Cohort 2: 2 schools awarded \$1,091,450.80
School Visited	J. E. B. Stuart Elementary School
School Information	Model: Transformation Cohort:2 School-Level Award: \$545,725.40
Staff Interviewed	
➤ SEA Staff	
➤ LEA #1 - Staff	
➤ School #1- Staff: Principal, School Leadership Team, 6 Teachers, 5 Parents, 7 Students, and 3 Classroom Visits	
➤ LEA #2 Staff	
➤ School #2 Staff: Principal, School Leadership Team, 4 Teachers, 3 Parents, 8 Students, and 2 Classroom Visits	
U.S. Department of Education Staff	
Team Leader	Carlas McCauley
Staff Onsite	Chuenée Boston, David Yi, and Molly Budman

OVERVIEW OF MONITORING PROCESS

The following report is based on the U.S. Department of Education’s (ED) on-site monitoring visit to Virginia Department of Education (VDOE) from April 29 – May 2, 2013 and review of documentation provided by the State educational agency (SEA), local educational agencies (LEAs), and schools. The report consists of the sections described below.

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 *SIG Monitoring Report* provides feedback to VDOE on its progress in implementing effectively, and in a manner that is consistent with the School Improvement Grant (SIG) final requirements of SIG 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 report consists of the following sections:

- **Background Information:** This section highlights significant achievements in the SEA’s implementation of the SIG grant. This section also includes a brief overview of VDE’s structure and vision for the SIG implementation.
- **Summary of VDOE’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 April 29 – May 2, 2013 or through written documentation provided to ED.

- **Technical Assistance Recommendations:** This section addresses areas where additional technical assistance may be needed to improve the quality of SIG program implementation.
- **Monitoring Finding:** 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 VDOE's Implementation of SIG

- The VDOE is utilizing Responsiveness to Instruction (RtI), a problem solving model that addresses the needs of struggling students. This is a multi-tiered framework which promotes school improvement through engaging high quality instruction. The VDE employs a team approach, cross-agency collaborations, to provide interventions specifically focused on improving the performance of students.

Structure and Vision

The VDOE has two point five full-time employees (FTE) dedicated to working on SIG implementation in the Student Assessment and School Improvement Division. Three additional staff members support the implementation of SIG. The School Assessment and School Improvement Division also has approximately thirty-five contractors providing direct technical assistance support to the schools.

The VDOE has not changed its structure as a result of SIG implementation. According to the VDOE, the SIG program has been integrated into the SEA's overall vision for education reform. The VDOE has been able to leverage several different strategies related to school reform and turnaround to improve outcomes in the State's persistently lowest achieving schools. For example, in the flexibility waiver, priority schools are required to implement one of the SIG models. In addition, the VDOE is collaborating with the Special Education Division to align technical assistance strategies.

SUMMARY OF THE VDE'S IMPLEMENTATION OF SIG CRITICAL ELEMENTS

Application Process

During the FY2010 application process, the VDOE made awards to LEAs in accordance with the timeline in its approved SIG application. The VDOE awarded funds to school divisions within forty five days of LEA application deadline or no later than July 1, 2010. During the interviews, SEA and district staff reported that LEAs were awarded funds no later than July 1, 2010.

The VDOE did conduct its SIG competition in accordance with what was outlined in its approved application. The VDOE notified LEAs with SIG-eligible schools through community meetings, letters, calls and the media. In addition, the Deputy Commissioner and the SIG Director had a face-to-face meeting with leadership for each supervisory union either at the Agency of Education or at the school site. In the interviews, LEA staff stated that the VDOE supported LEAs through the application process through informational webinars and strategic

planning sessions. In addition, the VDOE provided a list of approved external providers to assist with the needs assessment.

Since awarding the grants, the VDOE has received requests from LEAs to amend their SIG application. The amendment process is a three stage process. First, the LEA submitted the request to the Office of Student Assessment and School Improvement. The request is reviewed to ensure it is still in accordance with the application. Second, it is forwarded to the Office of Program Administration and Accountability to ensure it is in compliance with federal regulation. Finally, it is sent to the Office of Budget and Finance for final approval. Most of the amendments were to the budget.

Implementation

Alexandria City Public Schools (ACPS)/TC Williams High School

Alexandria City Public Schools identified school leadership, high-quality instruction, and the academic performance of English Learner and special education students as the major areas of concern at TC Williams prior to the implementation of SIG. In its application, TC Williams indicated that it would address concerns regarding school leadership by hiring a new principal with previous experience leading successful transformation efforts in two other high schools. In the interviews, teachers, parents, and students all stated that the new principal has been instrumental in creating a positive culture and establishing systems and order at the school. Additionally, the leadership team hired assistant principals to focus on academic instruction, deans to focus on discipline and cultural issues, and increased the number of counselors to work with students. Teachers stated that the new administrative structure has allowed the school to have a stronger focus on academics and decrease the number of discipline incidents. Students particularly liked the increase in counselors because it has allowed them to have the same counselor throughout high school and develop stronger relationships with them. Previously, counselors at TC Williams worked with a specific grade-level instead of working with the same cohort of students.

To address the quality of instruction, ACPS developed Professional Learning Plans (PLPs) for all teachers to encourage staff to reflect on their understanding and professional expertise in key areas of content, pedagogy, and relationships. Alexandria City Public Schools staff self-assessed progress in those three areas and worked with administrators to identify strategies to promote growth and professional learning. School administration and teachers stated that the PLPs are data-driven and that there are mid-year reviews and periodic classroom walkthroughs to check if teachers are addressing the areas listed in their PLPs. PLPs are aligned to staff evaluations and the professional development that teachers received. School administration stated that staff who are struggling to meet their PLP goals, receive additional support to help them improve. Additionally, to address quality of instruction, ACPS developed a school-wide curriculum for teachers during the first year of SIG implementation. Prior to SIG, ACPS did not have a district-wide curriculum available for schools.

Finally, to improve the academic performance of English Learner (EL) and special education students, ACPS proposed to create Individual Achievement Plans for all TC Williams students in English and Mathematics. In interviews, school administration stated that the Individual Achievement Plans have evolved since the first year of implementation and now include both

academic and career plans/goals. The new plan is called Individualized Career and Academic Plans (ICAP). School administration and teachers stated that the ICAPs have been helpful in tracking students' progress and ensuring that all students, including EL and special education, meet graduation requirements and post-secondary goals. Additionally, in the 2012-13 school year TC Williams launched an International Academy that specifically works with EL students. School administration and teachers stated that since the launch of the International Academy, the expectations for EL students has changed dramatically. Instead of taking remedial language courses that only counted as elective credits, EL students are now enrolled in core academic subject courses that can count towards graduation. For the first time, all EL students will take the Standards of Learning course exams at the end of the year. Teachers have also received training on working with EL students and developing both linguistic and content-knowledge skills in the classroom. There are plans to launch a new school-wide approach to working with special education students next year that is modeled after the International Academy.

In addition to addressing the major areas of concern in the needs assessment, TC Williams implemented a new teacher and principal evaluation system that incorporates data on student growth; uses data to inform and differentiate instruction; and provided opportunities for family and community engagement.

In interviews, the school leadership indicated that TC Williams implemented, but struggled with instituting a system of rewards for staff that have increased student achievement.

TC Williams did not increase the school day.

Petersburg Public Schools (PPS)/ J.E.B Stuart Elementary School (Stuart)

Petersburg Public Schools (PPS) identified student achievement in math, student achievement in English language arts (ELA) and student discipline as the major areas of concern at Stuart. In its application, PPS indicated that it would address the declining student achievement in math by hiring a math consultant as well as utilizing its Lead Turnaround Partner (LTP), Pearson, for additional professional development opportunities. PPS indicated that the consultant would assist teachers in analyzing the results on the Virginia Standards of Learning and Testing (SOL) exam for math as well as the benchmark assessments to determine areas for re-teaching. The consultant also assist teachers in planning for instruction based on curriculum and pacing guides as well as to model effective teaching practices for math instruction. In interviews, school administrators and teachers stated that the coaching model has helped teaching practice in math and that the increased professional development has allowed teachers to implement several new teaching strategies. Teachers indicated that their practice is still evolving and that because of a change in the SOL math test in 2012, the school has begun to think more strategically about direct math instruction and the use of a push-in model for differentiation. Leadership indicated that student achievement in math has been the most difficult barrier to the school's success.

To improve student achievement in ELA, PPS and Stuart purchased two programs: Istation and Accelerated Reader (AR). Stuart also indicated that it would rely on retired educators to provide daytime tutoring services for students. Stuart's application explained that all students would complete a reading diagnostic test administered via Istation. Based on the results, teachers would receive individualized reading instruction schedules for each student as well as a list of resources

necessary for individualized teaching or re-teaching. In addition, an AR Coach was hired to facilitate the AR program for Stuart's lowest-performing students and to help build the librarian's capacity to implement the program once SIG funds are gone. The AR coach is also responsible for purchasing prizes to reward students for successes in reading. Daytime tutors assist students with reading using an online program called Achieve3000. Stuart leadership and teachers indicated that the online program allows teachers to easily and quickly assess students' reading needs and guides the development of differentiated reading plans. Teachers said that the use of Istation in conjunction with the AR coach and the daytime tutors has provided students much more individualized instruction than they were receiving in previous years. They also stated that permanent building staff is learning to build their capacity to implement this tiered reading approach after the SIG funds are gone.

Finally, to address student discipline the school proposed to hire an intervention specialist to provide tutoring and support for students with emotional and social behavioral problems. In addition, Stuart implemented a "Stuart Bucks" program that rewards students for good behavior with tickets that can be used to purchase items from the school store or principal's chest of toys. The LTP also provides teachers with professional development to improve behavior management and foster positive learning environments. Stuart teachers stated that the "Stuart bucks" motivate students to behave appropriately in class and that even the most disruptive students have benefited from the system of rewards for good behavior. School leaders indicated that the LTP is building the school's capacity to manage behavior and that the continuous professional development provides teachers and administrators with focused time to build their behavior management skills.

In addition to addressing the major areas of concern in the needs assessment, Stuart retained the principal that was hired as part of a turnaround effort prior to the implementation of SIG, 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 and used data to inform and differentiate instruction.

Stuart had difficulty providing opportunities for family and community engagement and implementing strategies to recruit and retain staff.

Stuart did not increase the learning time.

Fiscal

The VDOE reserves five-percent of the State's SIG allocation and uses its reservation for administration, evaluation, and technical assistance. Funds are to be used for the following: 1) provide technical assistance to LEAs to assist with the development of the improvement plan; 2) provide resources to support the application review process and monitoring requirements; 3) enhance the Consolidated Federal Data Collection system to include required SIG data reporting elements; 4) complete the evaluation process for each LEA receiving SIG funds; 5) increase support services for LEAs determined to have low capacity for implementing interventions; and 6) coordinate support for districts and schools.

The VDOE ensures that SIG funds are spent on allowable activities through the Online Management of Education Grant Awards (OMEGA). This is an automated grant reimbursement and application system designed and administered by the Virginia Department of Education (the Department). It is used to process grant expenditure reimbursements, budget transfers and application requests. The OMEGA system is accessed via the Department's secure internet portal, the Single Sign-on for Web Systems (SSWS).

The VDOE utilizes the OMEGA system to address the need to ensure timely obligation and liquidation of all funds. The OMEGA system includes reminders and alerts to users regarding grant timelines. 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 VDOE created a code within the OMEGA system that will automatically generate electronic notification to school divisions regarding obligation and liquidation of funds. The VDOE encourages regular communication between special education program and finance office staff regarding financial matters. There is a staff member in the accounting office that is designated as the special education specialist. All funds within the State receive a specific grant award number that the State uses to track both Part B and other funds. The OMEGA system tracks all grant awards based upon the award number.

Technical Assistance

VDOE

According to the application, the VDOE is providing technical assistance to support LEAs with implementing SIG by focusing on building division-level capacity to support schools in need of interventions. The state-wide system of support includes: 1) school and division-level academic review processes; 2) coaches in schools and school divisions requiring assistance; 3) an electronic platform for school improvement planning; and 4) extensive professional development through face-to-face and electronic venues.

LEA leadership stated that the VDOE support for SIG implementation has been ongoing through external providers who conduct on-site coaching and post-monitoring assistance at SIG schools. During the application process, the VDOE provided technical assistance to LEAs in the following areas: 1) developing an application for funds; 2) implementing the grant as approved; and 3) evaluating the effectiveness of the grant.

Alexandria City Public Schools/TC Williams High School

According to the LEA application, ACPS proposed to support schools in implementing SIG through monthly division team meetings and quarterly meeting with the principals of SIG schools. At these meetings, the team discussed progress of implementation and reviews the data to inform decisions. In addition, each school received support from the coaches. The coaches assist the School Improvement Team in: 1) using appropriate data; 2) developing and evaluating a highly effective school improvement plan via online planning; 3) protecting instructional time; 4) monitoring student progress and sharing findings; and 5) promoting a collegial relationship between school administrators and staff.

In interviews, TC Williams' staff described the technical assistance it receives from ACPS as useful. School administration stated that they have a very close relationship with ACPS and have

monthly meetings to discuss progress data and other issues that are going on at the school. Additionally, TC Williams' administration stated that the approved external partner has been very helpful and provided many insights and strategies for the school to implement.

Petersburg Public Schools (PPS)/ J.E.B Stuart Elementary School (Stuart)

According to the LEA application, PPS proposed to support schools in implementing SIG through monthly team meetings. At a minimum, the following individuals attended these meetings: principal, school leadership team, division representative for instruction, special education representative, Title I representative, and ELL representative, if applicable. At these meetings, the team discusses progress of implementation and reviews the data to inform decisions. In addition, each school receives support from the coaches.

In interviews Stuart staff described the technical assistance it receives from the PPS as useful. School administrators reported having regular meetings with district staff to discuss the progress of implementation and determine the effectiveness of the improvement strategies. Additionally, Stuart's administration stated that the external partner that PPS approved to support the school in the transformation process has been very helpful and provided many insights and strategies for the school to implement, in particular in the area of staff training and development.

Monitoring

In its approved application, the VDOE indicated that in addition to quarterly monitoring of the attainment of student achievement goals through Indistar, each division will receive an on-site monitoring visit each year. The on-site monitoring visit will be conducted by trained academic consultants to ensure the LEA is implementing each selected intervention and/or school improvement strategy as specified in the approved grant application. The monitor protocol is aligned to the protocol ED uses.

In interviews, LEA staff reported that the state performs progress monitoring through Indistar, a monthly call or meeting, and on-site visits at the LEA and school level. The state assesses the LEA's progress toward: meeting the established and approved student achievement goals; following leading indicators; and working with external provider, if applicable. During the monitor visit, the SEA received feedback from students, teachers, parents, and school leadership to determine if the school and staff are invested in the success of every student.

Data Collection

The VDOE uses Indistar to collect data on SIG achievement and leading indicators from LEAs and schools. Indistar can be used by any division for any school in Virginia to track, develop, coordinate, and report improvement activities. The system is customized to reflect Virginia's own indicators of effective practice or rubrics for assessment. LEAs submit data to the SEA on a monthly basis.

The SEA uses the data to inform policy decisions, monitor progress, and provide differentiated support to the LEAs and schools. The VDOE uses the data it collects to allow the school/division to select a set of indicators that differentiate the actions needed for improvement.

According to EDFacts records, the VODE has submitted all required achievement and leading indicator data to the ED.

TECHNICAL ASSISTANCE RECOMMENDATIONS

Issue 1: During the interviews, the SEA, LEAs, and schools requested additional technical assistance in the area of increased learning time, more specifically at the high school level.

Technical Assistance Recommendations:

- Consult with national content centers to provide guidance on best practices about use of increased learning time, more specifically at the high school level. (VDOE)
- Provide technical assistance, both via statewide meetings with participating LEAs and one-on-one with participating LEAs, to build on staff understanding of increased learning time, more specifically at the high school level. (VDOE)

Issue 2: During the interview, the SEA requested additional technical assistance in the area of engaging local school boards to drive, support and sustain effective turnaround efforts.

Technical Assistance Recommendations:

- Consult with the Center of School Turnaround to provide examples of effective strategies on engaging local school boards to drive, support and sustain effective turnaround efforts. (VDOE)

Issue 3: During the interviews, the SEA and LEA requested additional technical assistance in the area of non-monetary rewards that are linked to student achievement.

Technical Assistance Recommendations:

- Connect the SEA and LEA with districts that have SIG schools that can share examples on non-monetary rewards that are linked to student achievement. (ED)

Issue 4: During interviews, the SEA and LEA requested additional technical assistance in the area of effective parental involvement, more specifically working with a growing ELL population.

Technical Assistance Recommendations:

- Consult with ED, national content centers and experts in the field to identify effective parental involvement strategies, more specifically on the ELL population. (VDE)

MONITORING FINDINGS

Summary of Monitoring Indicators

Critical Element	Requirement	Status	Page
1. 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 the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A
2. 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))]	Finding	12
3. 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, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]	N/A	N/A
4. 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))]	N/A	N/A
5. 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))]	N/A	N/A
6. Data Collection	The SEA ensures that data are 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))]	N/A	N/A

Monitoring Area: School Improvement Grant

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

Finding 1: The VDOE has not ensured that the divisions are establishing schedules and implementing strategies that increase learning time. Neither school is implementing increase learning time in accordance to federal regulations.

Citation: Section I.A.2(a)(1)(viii) of the final requirements stipulate as part of the turnaround model that an LEA must “establish schedules and implement strategies that provide increased learning time.” Section I.A.3 of the final requirements defines *increased learning time* as “using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.”(75 FR 66363 (October 28, 2010))

Further action required: The VDOE must work with grantees as appropriate to ensure that all schools implementing the turnaround or transformation models have significantly increased the number of school hours and that the additional time is being consistently used for instructional purposes. For each school implementing the turnaround or transformation model, the VDOE must submit to ED documentation demonstrating the increase in learning time under the school intervention model and evidence that the time is being consistently used in accordance with the definition of “increased learning time” in the final requirements.