



## COMMONWEALTH of VIRGINIA

Patricia I. Wright, Ed.D.  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
Richmond, Virginia 23218-2120

Office: (804) 225-2023  
Fax: (804) 371-2099

June 9, 2010

Dr. Zollie Stevenson, Jr., Director  
Student Achievement and School Accountability Programs  
United States Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, D.C. 20202

Dear Dr. Stevenson:

I am pleased to submit Virginia's School Improvement Grant Application – Section 1003(g) of the *Elementary and Secondary Education Act of 1965* (ESEA) for Fiscal Year (FY) 2009 which is based on USED's request for revision on June 2, 2010. In the revised application in Attachment A on page 18, three schools have been removed from the list of Tier II schools as a result of further data review and discussion with USED.

Please contact Mrs. Diane Jay, acting director of program administration and accountability, at (804) 225-2870 or [Diane.Jay@doe.virginia.gov](mailto:Diane.Jay@doe.virginia.gov) if you have questions or need additional information.

Sincerely,

A handwritten signature in blue ink that reads "Patricia I. Wright".

Patricia I. Wright

PIW/dj

Enclosure

# Virginia's School Improvement Grant Application

## Section 1003(g) of the *Elementary and Secondary Education Act of 1965 (ESEA)*

CFDA Numbers: 84.377A; 84.388A



### Submitted by:

Dr. Patricia I. Wright  
Superintendent of Public Instruction  
Virginia Department of Education  
101 North 14<sup>th</sup> Street  
Richmond, VA 23219  
Phone: (804) 225-2023

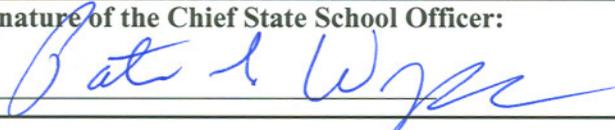
### Contact Person:

Diane Jay  
Acting Director  
Office of Program Administration and Accountability  
Virginia Department of Education  
101 North 14<sup>th</sup> Street  
Richmond, VA 23219  
Phone: (804) 225-2865

## TABLE OF CONTENTS

	<b>Page</b>
<b>1. School Improvement Grants Application Cover Sheet</b>	1
<b>2. State Education Agency (SEA) Requirements</b>	2
<b>A. Eligible Schools</b>	2
<b>B. Evaluation Criteria</b>	4
Part 1 – Required Elements for LEA Applications Upon Submission	4
Part 2 – Required Elements for LEA Applications After Submission	7
<b>C. Capacity</b>	11
<b>D. Descriptive Information</b>	11
1. SEA Process and Timeline for Approving LEA Applications	11
2. SEA Process for Reviewing Goals for Tier I, II, and III Schools	12
3. SEA Process for Monitoring Implementation of School Improvement Grants	13
4. SEA Process for Prioritizing School Improvement Grants to LEAs	14
5. State Take Over/Direct Services for Tier I or Tier II Schools	14
<b>E. Assurances</b>	14
<b>F. SEA Reservation</b>	15
<b>G. Consultation with Stakeholders</b>	15
<b>H. Waivers</b>	16
<b>3. Attachments:</b>	
<b>A. List of Eligible Schools</b>	18
<b>B. LEA Application</b>	21
<b>C. Committee of Practitioner’s Meeting Minutes</b>	57
<b>D. Notice and Comments of Waiver Requirements</b>	59

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<b>Legal Name of Applicant:</b> Virginia Department of Education	<b>Applicant's Mailing Address:</b> James Monroe Building 101 North 14 <sup>th</sup> Street, 23 <sup>rd</sup> Floor Richmond, Virginia 23219
State Contact for the School Improvement Grant  <b>Name:</b> Diane Jay  <b>Position and Office:</b> Acting Director of Program Administration and Accountability  <b>Contact's Mailing Address:</b> James Monroe Building 101 North 14 <sup>th</sup> Street, 23 <sup>rd</sup> Floor Richmond, Virginia 23219  <b>Telephone:</b> (804) 225-2905  <b>Fax:</b> (804) 371-7347  <b>Email address:</b> <a href="mailto:Diane.Jay@doe.virginia.gov">Diane.Jay@doe.virginia.gov</a>	
<b>Chief State School Officer (Printed Name):</b> Dr. Patricia I. Wright	<b>Telephone:</b> (804) 225-2023
<b>Signature of the Chief State School Officer:</b> <input checked="" type="checkbox"/> 	<b>Date:</b> 6-8-10
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## **Part 1. State Education Agency (SEA) Requirements**

### **A. Eligible Schools**

The eligible schools have been identified based on the requirements stipulated in the United States Department of Education (USED) State Fiscal Stabilization Funds (SFSF) – Phase II Guidance, November 2009, for determining the persistently lowest-achieving schools. A persistently lowest-achieving school is defined as:

- A. A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier I); or
- B. A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier II); or
- C. A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years (Tier II).

As required by the State Fiscal Stabilization Fund (SFSF) – Phase II requirements, the following factors were considered to identify the persistently lowest-achieving schools: 1) the academic achievement of the “all students” group in reading/language arts and mathematics combined; and 2) the schools lack of progress on those assessments over a number of years in the “all students” group. The adding ranks method stipulated in the United States Department of Education (USED) Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund, December 1, 2009, was used to determine the academic achievement of the “all students” group.

The definition above of persistently lowest-achieving schools was used to determine the list of eligible schools provided in Attachment A. The list in Attachment A has been prepared in the format requested in the United States Department of Education (USED) School Improvement Grant (SIG) application, revised January 2010.

The chart below reflects the application of the definition to determine the list of eligible schools based on the January 15, 2010, letter from the USED Secretary of Education and accompanying USED Guidance on School Improvement Grants, January 21, 2010. The definition used in Column 1 for Tiers I and II was also used to identify the schools in the State Fiscal Stabilization Funds (SFSF) - Phase II application and the Race to the Top (RTTT) application as stipulated in the USED guidance documents for SFSF and RTTT.

	<b>Schools that MUST be Identified</b>	<b>Newly Eligible Schools</b>
	<b>Column 1</b>	<b>Column 2</b>
<b>Tier I</b>	A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years.	Title I eligible elementary schools that are no higher achieving than the highest-achieving school in Tier I, Column 1 and are in the bottom 20 percent of all schools in the state based on proficiency rates.
<b>Tier II</b>	A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years; or a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years.	None.
<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are in Years 2-7 of Title I School Improvement that are not in Tier I.	Title I eligible schools that are not in Tier I or Tier II and are in the bottom 20 percent of all schools in the state based on proficiency rates.

**B. Evaluation Criteria**

**Part 1. Required Elements for Local Education Agency (LEA) Applications Upon Submission**

Listed below are: 1) the three required elements that local educational agencies (LEAs) must include in their application for Fiscal Year (FY) 2009 School Improvement Funds under Section 1003(g) of the *Elementary and Secondary Education Act of 1965* (ESEA); and 2) the criteria the state will use to evaluate each element. Applications will not be approved unless a “Yes” is indicated for all required elements.

<b>Required Element</b>	<b>Evaluation Criteria</b>	
1. The LEA has analyzed the needs of each Tier I, Tier II, and Tier III school identified in the LEA application and has selected an intervention or appropriate school improvement strategies for each school.	<p>___ Yes* ___ No</p> <p>If no, additional information as follows is needed.</p> <hr/> <hr/> <hr/>	<p>a. The LEA has provided the student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics:</p> <p>by school for the “all students” category and for each AYP subgroup; and by grade level in the “all students” category and for each AYP subgroup.</p>
	<p>___ Yes* ___ No</p> <p>If no, additional information as follows is needed.</p> <hr/> <hr/> <hr/>	<p>b. The LEA has analyzed the student achievement data and identified areas that need improvement.</p>
	<p>___ Yes* ___ No</p> <p>If no, additional information as follows is needed.</p> <hr/> <hr/> <hr/>	<p>c. The LEA has provided information about the number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject.</p>

Required Element	Evaluation Criteria	
	<p><input type="checkbox"/> Yes* <input type="checkbox"/> No</p> <p>If no, additional information as follows is needed.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>d. The LEA has provided information about the number of years the number of years each instructional staff member has been employed at the school.</p>
	<p><input type="checkbox"/> Yes* <input type="checkbox"/> No</p> <p>If no, additional information as follows is needed.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>e. For all secondary schools, the LEA has provided information about the graduation rate of the school in the aggregate and by AYP subgroup</p>
	<p><input type="checkbox"/> Yes* <input type="checkbox"/> No</p> <p>If no, additional information as follows is needed.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>f. The LEA has provided information about the demographics of the student population to include total number of students by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status.</p>
	<p><input type="checkbox"/> Yes* <input type="checkbox"/> No</p> <p>If no, additional information as follows is needed.</p>	<p>g. The LEA has provided information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media</p>

Required Element	Evaluation Criteria	
	<hr/> <hr/> <hr/> <input type="checkbox"/> Yes* <input type="checkbox"/> No  If no, additional information as follows is needed.  <hr/> <hr/> <hr/> <hr/> <hr/>	center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess.  h. The LEA has provided information about the types of technology that are available to students and instructional staff.
2. The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II, and Tier III school identified in the LEA's application to implement fully and effectively the selected intervention in each of the schools.	<input type="checkbox"/> Yes* <input type="checkbox"/> No  If no, additional information as follows is needed.  <hr/> <hr/> <hr/> <input type="checkbox"/> Yes* <input type="checkbox"/> No  If no, additional information as follows is needed.  <hr/> <hr/> <hr/> <hr/> <hr/>	a. The LEA has described the process that it will use to ensure that the selected intervention for each school will be implemented fully and effectively.  b. The LEA has provided a timeline that describes each action item that will be implemented, who is responsible for implementing the action item, and the date by which each action item will be completed.
3. The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEAs application as well	<input type="checkbox"/> Yes* <input type="checkbox"/> No  If no, additional information as follows is needed.	a. The LEA has included the required budget summary for each school.

Required Element	Evaluation Criteria	
as to support school improvement activities in Tier III schools throughout the period of availability of the funds.	_____	b. The LEA has included the required narrative budget that describes the budget summary in detail.
	_____	
	_____	
	_____	
	___ Yes*    ___ No	
	If no, additional information as follows is needed.	
	_____	
_____		
_____		
_____		
_____		

**\*Note:** A “Yes” for all required elements is needed for approval.

**Part 2. Required Elements for LEA Applications After Submission**

Listed below are the five required actions that an LEA must take after submission of their application for Fiscal Year (FY) 2009 School Improvement Funds under Section 1003(g) of the *Elementary and Secondary Education Act of 1965* (ESEA); and 2) the criteria the state will use to evaluate each element. **Note:** LEAs may complete any of the required elements listed below in whole or part prior to submission of its application.

Upon approval of the LEA’s application, the state will monitor each LEA’s implementation of its grant to ensure the five required elements listed below have been met.

**Required Element 1**

**Design and implement the intervention for each school as approved in the LEA’s application.**

Given the compressed timeline for implementation of the intervention models, LEA’s will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess the LEA’s commitment to design interventions consistent with the USED Final Requirements for School Improvement Grants as amended January 2010.

- The LEA has a plan in place to implement the intervention by the beginning of the 2010-2011 school year.
- The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them opportunity to provide input.

- The LEA has adequate resources to research and design the selected intervention as intended.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA has attended the SEA sponsored strategic planning session on April 6, 2010, conducted by Dr. Lauren Morando Rhim representing the Center for Innovation and Improvement.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.

The following rubric will be used to evaluate the LEA’s commitment to the design and implementation of the interventions consistent with the USED Final Requirements for School Improvement Grants as amended January 2010.		
<b>Not Adequately Demonstrated</b>	<b>Moderately Demonstrated</b>	<b>Adequately Demonstrated*</b>
<ul style="list-style-type: none"> <li>• Few or none of the factors have been adequately addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Many of the factors have been adequately addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• All of the factors have been adequately addressed.</li> </ul>
<b>*Note:</b> An “Adequately Demonstrated” rating is required for approval.		

**Required Element 2**

**Recruit, screen, and select external providers, if applicable.**

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) has conducted a Request for Proposals for Lead Turnaround Partners (LTPs). On March 15, 2010, VDOE publically posted an intent to award to four independent contractors, Cambridge Education, Edison Learning, John Hopkins University, and Pearson. School divisions may select a LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive process. Specific information such as contract number and pricing about each awarded contractor will be publically posted on the VDOE Web site. The link below provides the background information regarding the selection of the LTPs.

<https://vendor.eprocgipdc.com/webapp/VSSAPPX/Advantage>

Listed below are the factors that will be considered to assess the LEA’s commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in January 2010.

- Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2010-2011 school year that may include, but are not limited to:

- Analyzing the LEA’s operational needs;
- Researching and prioritizing the external providers available to serve the school;
- Contacting other LEA’s currently or formerly engaged with the external provider regarding their experience;
- Engaging parents and community members to assist in the selection process; and
- Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.
- Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
  - A proven track record of success in working with a particular population or type of school;
  - Alignment between external provider services and needs of the LEA;
  - Capacity to and documented success in improving student achievement; and
  - Capacity to serve the identified school or schools with the selected intervention model.

The following rubric will be used to evaluate the LEA’s actions related to recruiting, screening, and selecting external providers, if applicable.		
<b>Not Adequately Demonstrated</b>	<b>Moderately Demonstrated</b>	<b>Adequately Demonstrated*</b>
● Few or none of the factors have been adequately addressed.	● Many of the factors have been adequately addressed.	● All of the factors have been adequately addressed.
<b>*Note:</b> An “Adequately Demonstrated” rating is required for approval.		

**Required Element 3**

**Align other resources with the intervention selected or school improvement strategy selected.**

The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources. Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used such as personnel, materials, and services to support the selected intervention model.

The following rubric will be used to evaluate the LEA’s alignment of other resources with the intervention or school improvement strategy selected.		
<b>Not Adequately Demonstrated</b>	<b>Moderately Demonstrated</b>	<b>Adequately Demonstrated*</b>
● Few or none of the factors have been adequately addressed.	● Many of the factors have been adequately addressed.	● All of the factors have been adequately addressed.
<b>*Note:</b> An “Adequately Demonstrated” rating is required for approval.		

**Required Element 4**

**Modify practices and/or policies, if necessary, to enable implementation of the intervention fully and effectively.**

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication.

The following rubric will be used to evaluate the LEA’s modification of practices and/or policies, if necessary, to enable implementation of the intervention fully and effectively.		
<b>Not Adequately Demonstrated</b>	<b>Moderately Demonstrated</b>	<b>Adequately Demonstrated*</b>
<ul style="list-style-type: none"> <li>Few or none of the factors have been adequately addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the factors have been adequately addressed.</li> </ul>	<ul style="list-style-type: none"> <li>All of the factors have been adequately addressed.</li> </ul>
<b>*Note:</b> An “Adequately Demonstrated” rating is required for approval.		

**Required Element 5**

**Sustain the reform effort after the funding period ends.**

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA’s ability to sustain the reform effort after the funding period ends will be evaluated by considering the following.

- Use of Indistar tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Implementation of contract with external provider, if applicable; and
- Division plan and budget for sustaining the reform effort.

The following rubric will be used to evaluate the LEA’s ability to sustain the reform effort after the funding period ends.		
<b>Not Adequately Demonstrated</b>	<b>Moderately Demonstrated</b>	<b>Adequately Demonstrated*</b>
<ul style="list-style-type: none"> <li>Few or none of the factors have been adequately addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the factors have been adequately addressed.</li> </ul>	<ul style="list-style-type: none"> <li>All of the factors have been adequately addressed.</li> </ul>
<b>*Note:</b> an “Adequately Demonstrated” rating is required for approval.		

**C. Capacity**

LEAs that apply for School Improvement Grants under Section 1003(g) of the ESEA must serve each of their Tier I schools in School Improvement using one of the four school intervention models (closure, restart, transformation, or turnaround) unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims that it lacks sufficient capacity to serve each Tier I school, the state must evaluate the sufficiency of the LEA’s claim.

Listed below are the criteria the state will use to evaluate whether an LEA lacks sufficient capacity.

- What steps have been taken to secure the support of the local school board for the reform model selected?
- What steps have been taken to secure the support of the parents for the reform model selected?
- If the LEA does not have sufficient staff to implement the selected reform model fully and effectively, has the LEA considered use of the School Improvement Grant funds to hire necessary staff?
- What steps have been taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model?
- Has the SEA provided other technical assistance through a Memorandum of Understanding?

**D. Descriptive Information**

**1. SEA Process and Timeline for Approving LEA Applications**

The chart below describes the process and timeline the SEA will use for approving LEA applications. The LEA application is included in Attachment B.

<b>Task</b>	<b>State Office(s) Responsible</b>	<b>Date To Be Completed</b>
1. Provide initial guidance to LEAs regarding grant requirements and reform models.	Office of Program Administration and Accountability (PAA) Office of School Improvement (OSI)	February 2010
2. Release LEA applications and guidelines for eligible applicants.	Office of Program Administration and Accountability (PAA) Office of School Improvement (OSI)	Within 14 days of approval of SEA application.
3. Provide technical assistance on completion of the LEA application to eligible applicants.	PAA/OSI	Within 10 days of release of LEA application.

<b>Task</b>	<b>State Office(s) Responsible</b>	<b>Date To Be Completed</b>
4. Receive LEA applications.	PAA	Within 30 days of release of LEA application.
5. Review LEA applications and provide technical assistance as needed.	PAA/OSI	Within 30 days of LEA application deadline.
6. Award funds to school divisions so that reform models can be implemented by the beginning of the 2010-2011 school year.	PAA	Within 45 days of LEA application deadline or no later than July 1, 2010.
7. Provide technical assistance for initial grant implementation.	PAA/OSI/Contractor	Within 45 days of LEA application deadline.

## **2. SEA Process for Reviewing Goals for Tier I, II, and III Schools**

The SEA will require LEAs to set annual goals for student achievement for each Tier I, II, and III school. Progress toward the goals for each school will be evaluated by the SEA on a quarterly basis through the Center for Innovation and Improvement (CII) Web-based school improvement tool, Indistar. The SEA will provide targeted technical assistance to any Tier I, II, or III school that is not making progress toward its goals.

Indistar is a Web-based system for use with division and school improvement teams designed by the United States Department of Education (USED) Center for Innovation and Improvement (CII). The tool has been customized for use in Virginia and is aligned to the state and federal requirements for school improvement. The 1003(g) grantees will enter their annual goals for student achievement into the Indistar system. Once the goals have been entered into the tool, SEA staff and trained contractors work with the grantees on a regular basis to review their progress and make adjustments as necessary. In addition to the Web-based tool, grantees will participate in a series of webinars designed to ensure that grantees are making the necessary progress toward their goals and adjusting program delivery, professional development, resources, and other areas as necessary.

As a result of the information provided through Indistar on progress toward meeting annual goals for student achievement as well as the information learned from the onsite monitoring visits to the grantees, the SEA will determine whether the grantees have made progress toward the goals and the leading indicators described in Section III of the USED SIG Final Requirements. The SEA will renew the grant applications for subsequent years provided the LEA is meeting or making progress toward the goals established by the LEA and approved by the SEA.

The link to the Web-based system as well as the username and password are provided below as detailed background regarding the tool.

[www.centerii.org](http://www.centerii.org)

Username: vadm08

Password: mg412b

### **3. SEA Process for Monitoring Implementation of School Improvement Grants**

In addition to quarterly monitoring of the attainment of student achievement goals through the CII Web-based school improvement tool, each division will also 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.

A monitoring protocol will be developed for use by the academic consultants. Technical assistance will be provided to ensure that the LEA is implementing the school intervention model and/or selected school improvement strategies fully and effectively.

The monitoring protocol will include the following:

- Progress toward the LEA established and SEA approved student achievement goals;
- Effectiveness of instruction in meeting the student achievement goals;
- Feedback from students, teachers, parents, and school leadership to determine if the school and staff are invested in the success of every student;
- Progress toward the following leading indicators:
  - i. Number of minutes within the school year;
  - ii. Student participation rate on state assessments in reading/language arts and mathematics by subgroup;
  - iii. Dropout rate (if applicable);
  - iv. Student attendance rate;
  - v. Number and percentage of students completing advanced coursework, early college scholars programs, and/or dual enrollment classes;
  - vi. Discipline incidents;
  - vii. Truant students;
  - viii. Distribution of teachers by performance level on LEA's teacher evaluation system when available as a result of SFSF – Phase II requirements; and
  - ix. Teacher attendance rate; and
- Progress toward working with external provider, if applicable.

#### **4. SEA Process for Prioritizing School Improvement Grants to LEAs**

Adequate funds exist to serve all eligible schools in Tier I and Tier II. Title I schools in improvement, corrective action, or restructuring in Tier III were prioritized based on number of years in Title I School Improvement. Schools in Title I School Improvement in Years 2-7 will be identified as Tier III schools.

#### **5. State Take Over/Direct Services for Tier I or Tier II Schools**

The state will neither take over nor provide direct services to Tier I or Tier II schools. Virginia state law prohibits the state from taking over schools.

#### **E. Assurances**

By submitting this application, the SEA assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of

intervention to be implemented in each Tier I and Tier II school.

- Report the specific school-level data required in Section III of the final requirements.

**F. SEA Reservation**

The SEA will reserve five percent of its School Improvement Grant Funds for administration, evaluation, and technical assistance. The SEA will use the funds reserved as follows:

**Administration:**

The SEA will conduct all activities required for release, review, approval and awarding of School Improvement Grant funds. The activities associated with release, review, approval, and awarding of the grant will include the technical assistance activities described below as well as staff review and approval of the grant applications. Grant applications are subject to four levels of review before final approval is granted. Applications are reviewed by program specialists, the director of school improvement, the director of grants, accounting, and reporting, and an assistant superintendent before final approval is granted. Additionally, the SEA will monitor implementation of all activities required to fully and effectively implement the grants.

**Evaluation:**

The SEA will contract with an outside evaluator to determine effectiveness of School Improvement Grants.

**Technical Assistance:**

The SEA will provide technical assistance to LEAs in: 1) developing an application for funds; 2) implementing the grant as approved; and 3) evaluating the effectiveness of the grant. The technical assistance that will be provided for LEAs related to developing the application will be delivered through a series of webinars. Two introductory webinars were conducted with school divisions in February 2010. The purpose of the introductory webinars was to: 1) outline the requirements associated with each Tier; 2) explain the process for applying for funds; and 3) provide an expected timeline for approval and future technical assistance. A follow-up on-site technical assistance session will be held on April 5, 2010, for schools divisions that are planning to contract with a Lead Turnaround Partner (LTP) or Educational Management Organization (EMO). The purpose of the April 5, 2010, training will be to assist school divisions with understanding how to develop a contract with a LTP or EMO. Additionally, within 10 days of releasing the LEA application, a webinar will be held to assist school divisions with completing the application.

The technical assistance that will be provided to LEAs to assist with implementation of the grant will include a week long on-site institute in July 2010. The purpose of the week long institute will be to work with school divisions in developing the capacity to implement the grant. Monthly webinars through the Web-based Indistar tool described in

detail on page 12 of the application will provide the follow-up technical assistance and monitoring implementation of the grant.

### **G. Consultation with Stakeholders**

The SEA has consulted with the following stakeholders regarding its application for a School Improvement Grant.

- The Committee of Practitioners as evidenced by the minutes as included in Attachment C.
- The Virginia Education Association (VEA), the Virginia Foundation of Educational Leadership (VFEL); the Virginia Association of Secondary School Principals (VASSP); and the Virginia Association of Elementary School Principals (VAESP) as an update at their regularly scheduled December 2009 meeting sponsored by VFEL.

### **H. Waivers**

Virginia requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant. As required, notice of the waivers and an opportunity for comment was provided to school divisions. The notice and comments received are provided in Attachment D.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive Section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive Section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in Section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

**ELIGIBLE SCHOOLS FOR FY 2009 SIG FUNDS**

Revised June 2, 2010

LEA NAME, NCES ID#								
DIVISION NAME	SCHOOL NAME	NCES ID#	TIER I	TIER II	TIER III	GRAD RATE 2006-2007*	GRAD RATE 2007-2008*	NEWLY ELIGIBLE
Brunswick County	James S. Russell Middle School	510048000182	X					X
Grayson County	Fries Middle School	510169002747	X					X
Henrico County	New Bridge School	510189001909	X					
Norfolk City	Lake Taylor Middle School	510267001105	X					X
Norfolk City	Ruffner Middle School	510267001134	X					X
Petersburg City	Peabody Middle School	510291002794	X					
Richmond City	Fred D. Thompson Middle School	510324001368	X					X
Richmond City	Thomas C. Boushall Middle School	510324002078	X					X
Roanoke City	Westside Elementary School	510330001437	X					
Sussex County	Ellen W. Chambliss Elementary School	510378001640	X					
Sussex County	Sussex Central Middle School	510378002136	X					
Alexandria City	T.C. Williams High School	510012000054		X		64.18	68.40	
Colonial Beach, Town of	Colonial Beach High School	510093001957		X		77.27	82.80	
Danville City	Langston Focus High School	510111002750		X		N/A**	69.40	
Henrico County	Virginia Randolph Community High School	510189000805		X		35.11	37.00	
King and Queen County Public	Central High School	510207000878		X		68.63	70.37	
Petersburg City	Petersburg High School	510066000238		X		51.04	55.91	
Prince Edward County	Prince Edward County High School	510306001271		X		78.23	76.30	
Richmond City	Armstrong High School	510324002082		X		54.73	49.00	

LEA NAME, NCES ID#								
DIVISION NAME	SCHOOL NAME	NCES ID#	TIER I	TIER II	TIER III	GRAD RATE 2006-2007*	GRAD RATE 2007-2008*	NEWLY ELIGIBLE
Alexandria City	Cora Kelly Magnet School	510012001826			X			
Alexandria City	Jefferson-Houston Elementary School	510012000044			X			
Amherst County	Central Elementary School	510021000068			X			
Arlington County	Drew Model Elementary School	510027000087			X			
Arlington County	Hoffman-Boston Elementary School	510027001900			X			
Arlington County	Randolph Elementary School	510027000013			X			
Charles City County	Charles City County Elementary School	510072000260			X			
Craig County	McCleary Elementary School	510102000372			X			
Culpeper County	Pearl Sample Elementary School	510105000380			X			
Culpeper County	Sycamore Park Elementary School	510105000382			X			
Essex County	Essex Intermediate School	510120000420			X			
Essex County	Tappahannock Elementary School	510120000421			X			
Fairfax County	Dogwood Elementary School	510126000458			X			
Fairfax County	Hybla Valley Elementary School	510126000503			X			
Fairfax County	Mount Vernon Woods Elementary School	510126000543			X			
Fairfax County	Washington Mill Elementary School	510126000582			X			
Fluvanna County	Central Elementary School	510138000622			X			
Fluvanna County	Columbia District Elementary School	510138000623			X			
Fluvanna County	Cunningham District Elementary School	510138000624			X			
Franklin City	Franklin High School	510141000628			X	60.18	64.30	X
Hampton City	Francis Mallory Elementary School	510180000740			X			
King and Queen County	King and Queen Elementary School	510207000879			X			
King George County	King George Elementary School	510210000881			X			
King George County	Potomac Elementary School	510210000884			X			

LEA NAME, NCES ID#								
DIVISION NAME	SCHOOL NAME	NCES ID#	TIER I	TIER II	TIER III	GRAD RATE 2006-2007*	GRAD RATE 2007-2008*	NEWLY ELIGIBLE
Lancaster County	Lancaster Primary School	510216000889			X			
Newport News City	L.F. Palmer Elementary School	510264001060			X			
Newport News City	Sedgefield Elementary School	510264001073			X			
Northampton County	Kiptopeke Elementary School	510271000555			X			
Northampton County	Occohannock Elementary School	510271000554			X			
Orange County	Orange Elementary School	510282001175			X			
Petersburg City	A.P. Hill Elementary School	510291001202			X			
Petersburg City	J.E.B. Stuart Elementary School	510291001196			X			
Petersburg City	Vernon Johns Junior High School	510291002795			X			
Pittsylvania County	Dan River Middle School	510294001213			X			
Pittsylvania County	Kentuck Elementary School	510294001220			X			
Portsmouth City	Churchland Academy Elementary School	510300002069			X			
Pulaski County	Pulaski Elementary School	510315002460			X			
Roanoke City	Addison Aerospace Magnet School	510330001412			X			
Roanoke City	Hurt Park Elementary School	510330001423			X			
Roanoke City	William Fleming High School	510330001438			X	60.52	64.40	X
Shenandoah County	Ashby Lee Elementary School	510351001542			X			
Suffolk City	Elephant's Fork Elementary School	510371001876			X			
Westmoreland County	Washington District Elementary School	510398001769			X			

\*Only included for schools with a graduating class.

\*\*New school in 2007-2008.

**Virginia Department of Education  
Office of Program Administration and Accountability and  
Office of School Improvement  
P.O. Box 2120  
Richmond, Virginia 23218-2120**

**Guidelines for School Improvement 1003 (g) Application**

Under the *No Child Left Behind Act of 2001*, Public Law 107-110 and the *American Recovery and Reinvestment Act of 2009*, Public Law 111-5

**Background**

**I. Purpose of the Program**

School Improvement Grants, authorized under Section 1003(g) of Title I of the *Elementary and Secondary Education Act of 1965* (ESEA), are grants, through state educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools in Title I School Improvement or Title I eligible schools that are identified as the persistently lowest-achieving schools. The schools must also demonstrate a need for the funds and a commitment to use the funds to provide adequate resources to raise substantially the achievement of their students so as to enable the schools to implement and sustain a school improvement reform effort.

Under the final requirements, as amended through the interim final requirements published in the *Federal Register* in January 2010, states must identify eligible schools as required in each of three Tiers (Tier I, Tier II, and Tier III).

**II. Identification of Eligible Schools**

The eligible schools have been identified based on the requirements stipulated in the United States Department of Education (USED) State Fiscal Stabilization Fund (SFSF) – Phase II Guidance, November 2009, for determining the persistently lowest-achieving schools. A persistently lowest-achieving school is defined as:

- A. A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier I); or
- B. A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier II); or

C. A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years (Tier II).

The chart below reflects the application of the definition to determine the list of eligible schools based on the January 15, 2010, letter from the USED Secretary of Education and accompanying USED Guidance on School Improvement Grants, January 21, 2010. The definition used in Column 1 for Tiers I and II was also used to identify the schools in the State Fiscal Stabilization Fund (SFSF) - Phase II application and the Race to the Top (RTTT) application as stipulated in the USED guidance documents for SFSF and RTTT.

	<b>Schools that MUST be Identified</b>	<b>Newly Eligible Schools</b>
	<b>Column 1</b>	<b>Column 2</b>
<b>Tier I</b>	A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years.	Title I eligible elementary schools that are no higher achieving than the highest-achieving school in Tier I, Column 1 and are in the bottom 20 percent of all schools in the state based on proficiency rates.
<b>Tier II</b>	A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years; or a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years.	None.
<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are in Years 2-7 of Title I school improvement that are not in Tier I.	Title I eligible schools that are not in Tier I or Tier II and are in the bottom 20 percent of all schools in the state based on proficiency rates.

### **III. Implementation Requirements**

Tier 1 and Tier II schools must implement one of the four models listed below.

- Turnaround
- Restart model
- School Closure
- Transformation

The Restart and Turnaround models require that the LEA choose a Lead Turnaround Partner (LTP). To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) has conducted a Request for Proposals for Lead Turnaround Partners (LTPs). On March 15, 2010, VDOE publically posted an intent to award to four independent contractors, Cambridge Education, Edison Learning, John Hopkins University, and Pearson. Schools divisions may select a LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from their own competitive process. Specific information such as contract number and pricing about each awarded contractor will be publically posted on the VDOE Web site. The link below provides the background information regarding the selection of the LTPs.

<https://vendor.eprocgipdc.com/webapp/VSSAPPX/Advantage>

Newly eligible, Tier III schools (Tier III, Category 2) may implement one of the four models listed above or a fifth model called the State Transformation Model. Tier III schools that meet the criteria for schools that the state must identify (Tier III, Category 1) must implement the State Transformation Model. An LEA with one or more Tier I schools must serve all Tier I schools before it may serve any eligible Tier III schools.

A detailed description of each of the reform models is provided in Appendix A.

### **IV. Funding**

Funding for implementation of a model is based on several factors including the model chosen and the school's student enrollment. Grantees must justify the funding requested based on the reform model chosen for each of three years in the application for funds. A waiver must be requested to extend the award period up to three years.

The chart below reflects examples of funding amounts that divisions may want to use to prepare their grants based on the reform model chosen. As stipulated in the final USED SIG guidance, divisions may apply for \$50,000 to \$2,000,000 each year of the grant.

<b>Examples of Funding Amounts</b>			
<b>Model</b>	<b>FY 2009 Funding (2009-2010)</b>	<b>FY 2010 Funding (2010-2011)</b>	<b>FY 2011 Funding (2011-2012)</b>
Required for schools identified as Tiers I and II Optional for newly eligible Tier III schools			
Restart	\$350,000 \$550,000*	\$702,000 \$1,127,000*	\$500,000 \$800,000*
Turnaround	\$350,000 \$550,000*	\$702,000 \$1,127,000*	\$500,000 \$800,000*
Transformation	\$350,000	\$350,000	\$350,000
Closure	\$50,000		
Required for Tier III schools the SEA must identify Optional for newly eligible Tier III schools			
State Transformation Model	\$155,000**	\$100,000**	\$85,000**

\*Recommended for schools with more than 500 students.

\*\*Actual award will be adjusted based on models chosen by Tier I and Tier II schools.

**V. Required Elements for LEA Applications after Submission**

Listed below are the five required actions that a LEA must take after submission of their application for Fiscal Year (FY) 2009. Upon approval of the LEA’s application, the state will monitor each LEA’s implementation of its grant to ensure the required elements listed below have been met.

1. Design and implement the intervention for each school as approved in the LEA’s application.
2. Recruit, screen, and select external providers, if applicable.
3. Align other resources with the intervention selected or school improvement strategy selected.
4. Modify its practices and/or policies to implement the intervention fully and effectively, if necessary.
5. Sustain the reform efforts after the funding period ends

## Application Instructions

### Cover Sheet

The application must contain the cover sheet provided that includes the name, address, and contact information for the school division and the schools that will receive support through the 1003(g) funds. The superintendent must certify the application and assure that the funds will be administered and implemented in compliance with the applicable statutes, regulations, polices, and program plans under NCLB and AARA.

### Section A: Schools to be Served

1. The applicant must identify each Tier I, Tier II, and Tier III, category 2 schools that will be served by identifying the school; the NCES identification (ID) number; the identified tier; and the type of reform model.
2. The applicant must identify each Tier III, category 1 or category 2 (if not identified above) schools that the LEA commits to serve and the NCES ID number and the type of reform model.

### Section B: Required Elements

This section must contain a narrative detailing the information for each of the schools served.

**Part 1.** Describe the following information for each of the Tier I, Tier II, and Tier III schools identified.

- a. Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the all students category and for each AYP subgroup;
- b. Areas identified for improvement based on analysis of student achievement data;
- c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- f. Information about the demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status;
- g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess; and

- h. Information about the types of technology that are available to students and instructional staff.

**Part 2.** The LEA must describe the following action it has taken or will take for each of the Tier I, Tier II, and Tier III schools the LEA has identified to serve:

- a. Process that it will use to ensure that the selected intervention for each school will be implemented fully and effectively;
- b. Process that it will use to recruit, screen, and select external providers, if applicable, to ensure their quality;
- c. A timeline that describes each action item that will be implemented, who is responsible for implementing the action item, and the date by which each action item will be completed;
- d. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds;
- e. Activities that the Tier III, category 1 school will implement;
- f. Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III, category 1 and category 2 schools that receive school improvement funds for the "State Transformation Model;" and
- g. A description of the capacity to serve each of the Tier I, II, and III schools.

**Part 3:** If the LEA lacks sufficient capacity to serve all of its Tier I schools the following information must be provided.

- a. Steps taken to secure the support of the local school board for the reform model selected;
- b. Steps taken to secure the support of the parents for the reform model selected;
- c. If the LEA does not have sufficient staff to implement the selected reform model fully and effectively, has the LEA considered use of the School Improvement Grant funds to hire necessary staff; and
- d. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model.

## The Reform Models

As stipulated in the USED Final Requirements for School Improvement Grants as amended January 2010, the requirements for each of the four USED required models are provided below.

### 1. Turnaround Model

A turnaround model is one in which a LEA must:

- Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent, and select new staff;
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards;
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- Provide appropriate social-emotional and community-oriented services and supports for students.

- A turnaround model may also implement other strategies such as the following:
- Any of the required and permissible activities under the transformation model; or
- A new school model (e.g., themed, dual language academy).

2. **Restart Model**

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a nonprofit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or nonprofit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

3. **School Closure Model**

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

4. **Transformation Model**

A transformation model is one in which an LEA must implement each of the following strategies:

- Developing and increasing teacher and school leader effectiveness.
  - Required activities for the LEA:*
    - Replace the principal who led the school prior to commencement of the transformation model;
    - Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
      - take into account data on student growth (as defined in this notice) 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
      - are designed and developed with teacher and principal involvement;
    - Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

- Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness. *Permissible activities* such as the following are allowed:

- Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- Instituting a system for measuring changes in instructional practices resulting from professional development; or
- Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.

An LEA’s comprehensive instructional reform strategies must include the following *required activities*.

- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

An LEA may also implement comprehensive instructional reform strategies as *permissible activities*, such as the following:

- Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- Implementing a schoolwide “response-to-intervention” model;
- Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- Using and integrating technology-based supports and interventions as part of the instructional program; and

- In secondary schools--
  - Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
  - Improving student transition from middle to high school through summer transition programs or freshman academies;
  - Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
  - Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

An LEA must increase learning time and create community-oriented schools by the following *required activities*:

- Establish schedules and strategies that provide increased learning time (as defined in this notice); and
- Provide ongoing mechanisms for family and community engagement.

An LEA may also implement *permissible activities* including other strategies that extend learning time and create community-oriented schools, such as the following:

- Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- Expanding the school program to offer full-day kindergarten or pre-kindergarten.

An LEA must provide operational flexibility and sustained support through the following *required activities*:

- Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

- Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The LEA may also implement other strategies for providing operational flexibility and intensive support, through *permissible activities* such as the following:

- Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Tier III, category 2, schools may implement one of the four models listed above or a fifth model called the State Transformation Model. Tier III, category 1, schools must use the State Transformation Model. In order to serve Tier III schools, the LEA must serve all Tier I Title I schools.

### **5. State Transformation Model**

The State Transformation Model requires schools to use funding to hire a coach that will work with the school on the area(s) that caused the school to enter school improvement. The requirements for the state transformation model are listed below.

An LEA will develop and increase teacher and school leader effectiveness by:

- Using data on student growth through formative assessment as a significant factor in evaluating teachers;
- Provide staff ongoing, high-quality, job-embedded professional development through a coaching model (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- Establishing schedules and strategies that provide increased collaborative time including extended year and extended school day programs.

An LEA will use comprehensive instructional reform strategies by:

- Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Using data on student growth through formative assessment as a significant factor in monitoring student achievement and growth;
- Promoting the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

- Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- Using and integrating technology-based supports and interventions as part of the instructional program;
- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate; and
- Using transition programs to support students moving vertically through the curriculum and from elementary to secondary programs.

An LEA will increase learning time and creating community-oriented schools by:

- Establishing schedules and strategies that provide increased learning time including extended year and extended school day programs;
- Provide ongoing mechanisms for family and community engagement;
- Extending or restructuring the school day so as to add time for such strategies; and
- Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

An LEA will provide operational flexibility and sustained support by:

- Ensuring that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated state assigned coach, and
- Requiring alternative governance to support the school improvement planning team with oversight by the LEA and outside partners such as a university or state assigned coach.

## **Section C: Budget**

**Part 1:** A **budget summary** by expenditure object codes is required for each identified school as well as a summary budget for the division combining expenditures for all schools. The summary must include a breakdown of funds by year (Year 1: 2009-2010; Year 2: 2010-2011; and Year 3: 2011-2012) and by NCLB funds (if applicable), ARRA funds (if applicable), and other funds (if applicable). The last column requires total funding for the three years by expenditure codes.

**Part 2:** A **budget narrative** is required for each school that describes in detail how the school improvement 1003(g) funds and other funds will be used to implement the selected reform model(s) by expenditure codes for each school.

**Note:** A description of expenditure codes follows this section.

## **Section D: Assurances**

The superintendent's signature on the application cover page certifies that the LEA will implement the general assurances and the program specific assurances outlined in this section.

## **Section E: Waivers**

The LEA must check each waiver that the LEA will implement. Below each waiver list the name of the school for which the waiver is being requested. Not all waivers are applicable for each school; only indicate if the waiver is applicable for the school identified.

**Virginia Department of Education  
Office of Program Administration and Accountability and  
Office of School Improvement  
P.O. Box 2120  
Richmond, Virginia 23218-2120**

**Application for School Improvement 1003 (g) Funds**  
Under the *No Child Left Behind Act of 2001*, Public Law 107-110 and  
the *American Recovery and Reinvestment Act of 2009*, Public Law 111-5

Cover Sheet

School Division Name: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Division Contact: \_\_\_\_\_  
Telephone (include extension if applicable): \_\_\_\_\_ Fax: \_\_\_\_\_  
E-mail: \_\_\_\_\_

Provide information for each school within the division that will receive support through the 1003(g) funds

School Name: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Division Contact: \_\_\_\_\_  
Telephone (include extension if applicable): \_\_\_\_\_ Fax: \_\_\_\_\_  
E-mail: \_\_\_\_\_

School Name: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Division Contact: \_\_\_\_\_  
Telephone (include extension if applicable): \_\_\_\_\_ Fax: \_\_\_\_\_  
E-mail: \_\_\_\_\_  
School Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
Division Contact: \_\_\_\_\_  
Telephone (include extension if applicable): \_\_\_\_\_ Fax: \_\_\_\_\_  
E-mail: \_\_\_\_\_

School Name: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
Division Contact: \_\_\_\_\_  
Telephone (include extension if applicable): \_\_\_\_\_ Fax: \_\_\_\_\_  
E-mail: \_\_\_\_\_

**Assurances:** The local educational agency assures that School Improvements 1003(g) funds, will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB) and the *American Recovery and Reinvestment Act of 2009* (ARRA) if funds have been received under both statutes. **Additionally, the local educational agency agrees by signing below to implement program specific assurances located in Section D. Assurances of this application.**

**Certification:** I hereby certify that, to the best of our knowledge, the information contained in this application is correct.

Superintendent's Signature: \_\_\_\_\_  
Superintendent's Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**Section A: Schools to be served**

1. Identify each Tier I, Tier II, and Tier III, category 2 school that the LEA commits to serve in the chart below. For each school identified provide the NCES ID #, and reform model that will be used for each Tier I, Tier II, and Tier III, category 2 school. See guidelines for description of each intervention.

School Name	NCES ID #	Tier I	Tier II	Tier III Category 2	Intervention			
					Turnaround	Restart	Closure	Transformation

2. Identify each Tier III, category 1 or category 2 (if not identified above) school that the LEA commits to serve and identify the model. See guidelines for description.

School Name	NCES ID #	Tier III Category 1	Tier III Category 2	Intervention
				State Transformation Model

## Section B: Required Elements

**Part 1.** The LEA must provide the following information for each of the Tier I, Tier II, and Tier III schools the LEA has identified to serve:

- a. Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the all students category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- f. Information about the demographics of the student population to include total number of students and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status;
- g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess; and
- h. Information about the types of technology that are available to students and instructional staff.

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(Table may be expanded as needed.)

**Part 2.** The LEA must describe the following action it has taken or will take for each of the Tier I, Tier II, and Tier III schools the LEA has identified to serve:

- a. Process that it will use to ensure that the selected intervention for each school will be implemented fully and effectively;
- b. Process that it will use to recruit, screen, and select external providers, if applicable, to ensure their quality;  
a timeline that describes each action item that will be implemented, who is responsible for implementing the action item, and the date by which each action item will be completed;
- c. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds;  
service that the Tier III, category 1 school will receive or the activities the school will implement;
- d. Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III, category 1 and category 2 schools that receive school improvement funds for the “State Transformation Model;” and
- e. Explanation of the capacity to serve its Tier I and Tier II schools.

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(Table may be expanded as needed.)

**Part 3.** If the LEA lacks sufficient capacity to serve all of its Tier I schools provide the following information:

- a. Steps taken to secure the support of the local school board for the reform model selected;
- b. Steps taken to secure the support of the parents for the reform model selected;
- c. Steps taken to consider use of the School Improvement Grant funds to hire necessary staff; and
- d. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model.

--

(Table may be expanded as needed.)

**Section C: Budget**

**Part 1. Budget Summary (one for the division and one for each school). Description of expenditure codes can be found at the end of Section C.**

**Division Budget Summary**

**Division Name:** \_\_\_\_\_

Expenditure Codes	Year 1 2009-2010			Year 2 2010-2011			Year 3 2011-2012			Total		
	ESEA * Funds	ARRA * Funds	Other Funds	ESEA * Funds	ARRA * Funds	Other Funds	ESEA * Funds	ARRA * Funds	Other Funds	ESEA * Funds	ARRA * Funds	Other Funds
1000 - Personnel												
2000 - Employee Benefits												
3000 - Purchased Services												
4000 - Internal Services												
5000 - Other Charges												
6000 - Materials and Supplies												
8000 - Equipment/Capital Outlay												
<b>Total</b>												

\* If applicable.

**School Budget Summary**

School Name: \_\_\_\_\_

Expenditure Codes	Year 1 2009-2010			Year 2 2010-2011			Year 3 2011-2012			Total		
	ESEA* Funds	ARRA* Funds	Other Funds	ESEA* Funds	ARRA* Funds	Other Funds	ESEA* Funds	ARRA* Funds	Other Funds	ESEA* Funds	ARRA* Funds	Other Funds
1000 - Personnel												
2000 - Employee Benefits												
3000 - Purchased Services												
4000 - Internal Services												
5000 - Other Charges												
6000 - Materials and Supplies												
8000 - Equipment/Capital Outlay												
<b>Total</b>												

\* If applicable.

**School Budget Summary**

School Name: \_\_\_\_\_

Expenditure Codes	Year 1 2009-2010			Year 2 2010-2011			Year 3 2011-2012			Total		
	ESEA* Funds	ARRA* Funds	Other Funds	ESEA* Funds	ARRA* Funds	Other Funds	ESEA* Funds	ARRA* Funds	Other Funds	ESEA* Funds	ARRA* Funds	Other Funds
1000 - Personnel												
2000 - Employee Benefits												
3000 - Purchased Services												
4000 - Internal Services												
5000 - Other Charges												
6000 - Materials and Supplies												
8000 - Equipment/Capital Outlay												
<b>Total</b>												

\* If applicable.

**School Budget Summary**

**School Name:** \_\_\_\_\_

	Year 1 2009-2010			Year 2 2010-2011			Year 3 2011-2012			Total		
Expenditure Codes	ESEA* Funds	ARRA* Funds	Other Funds	ESEA * Funds	ARRA* Funds	Other Funds	ESEA * Funds	ARRA* Funds	Other Funds	ESEA * Funds	ARRA* Funds	Other Funds
1000 - Personnel												
2000 - Employee Benefits												
3000 - Purchased Services												
4000 - Internal Services												
5000 - Other Charges												
6000 - Materials and Supplies												
8000 - Equipment/Ca pital Outlay												
<b>Total</b>												

\* If applicable.

**School Budget Summary**

School Name: \_\_\_\_\_

Expenditure Codes	Year 1 2009-2010			Year 2 2010-2011			Year 3 2011-2012			Total		
	ESEA* Funds	ARRA* Funds	Other Funds	ESEA* Funds	ARRA* Funds	Other Funds	ESEA* Funds	ARRA* Funds	Other Funds	ESEA* Funds	ARRA* Funds	Other Funds
1000 - Personnel												
2000 - Employee Benefits												
3000 - Purchased Services												
4000 - Internal Services												
5000 - Other Charges												
6000 - Materials and Supplies												
8000 - Equipment/Capital Outlay												
<b>Total</b>												

\* If applicable.

**Part 2. Budget Narrative: Please describe in detail by expenditure codes how the school improvement 1003(g) funds as well as other funding sources will be used to implement the selected reform model(s) for the division and each school. (Tables will expand as needed.)**

**Division Name:** \_\_\_\_\_

1. Personal Services (1000)

--

2. Employee Benefits (2000)

--

3. Purchased Services (3000)

--

4. Internal Services (4000)

--

5. Other Charges (5000)

--

6. Materials and Supplies (6000)

--

7. Equipment/Capital Outlay (8000)

--

**School Name:** \_\_\_\_\_

1. Personal Services (1000)

--

2. Employee Benefits (2000)

--

3. Purchased Services (3000)

--

4. Internal Services (4000)

--

5. Other Charges (5000)

--

6. Materials and Supplies (6000)

--

7. Equipment/Capital Outlay (8000)

--

**School Name:** \_\_\_\_\_

1. Personal Services (1000)

--

2. Employee Benefits (2000)

--

3. Purchased Services (3000)

--

4. Internal Services (4000)

--

5. Other Charges (5000)

--

6. Materials and Supplies (6000)

--

7. Equipment/Capital Outlay (8000)

--

**School Name:** \_\_\_\_\_

1. Personal Services (1000)

--

2. Employee Benefits (2000)

--

3. Purchased Services (3000)

--

4. Internal Services (4000)

--

5. Other Charges (5000)

--

6. Materials and Supplies (6000)

--

7. Equipment/Capital Outlay (8000)

--

School Name: \_\_\_\_\_

1. Personal Services (1000)

--

2. Employee Benefits (2000)

--

3. Purchased Services (3000)

--

4. Internal Services (4000)

--

5. Other Charges (5000)

--

6. Materials and Supplies (6000)

--

7. Equipment/Capital Outlay (8000)

--

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**Expenditure Code Definitions**

**1000 PERSONAL SERVICES** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wage paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

**2000 Employee Benefits** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

**3000 Purchased Services** - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

**4000 Internal Services** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

**5000 Other Charges** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

**6000 Materials and Supplies** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

**8000 Equipment/Capital Outlay** - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

#### **Section D: Assurances**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under Section III of the final requirements

## Section E: Waivers

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school; if the waiver is applicable, please identify the school that will implement the waiver.

A waiver from Section 421(b) of the General Education Provisions Act (20 U.S.C. §1225(b)) to extend the period of availability of school improvement funds for the state and all of its local school divisions to September 30, 2013.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

A waiver from Section 1116(b)(12) of the ESEA to permit local educational agencies to allow their Tier I, and Tier II, Title I participating schools implementing a turnaround or restart model to “start over” in the school improvement timeline.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

A waiver from the 40 percent poverty threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

Committee of Practitioners Meeting  
*No Child Left Behind (NCLB) Act of 2001*

Virginia Department of Education  
January 28, 2010  
1 p.m.

MINUTES

Attendance

- Committee: James Baldwin, Carolyn Bernard, Stella Edwards, Stuart Gibson, Alan Lee, and Teddi Predaris, Yvonne Smith-Jones, Linda Rector and Ed Walent (for Marcus Newsome)
- Department of Education: Dr. Linda M. Wallinger, Roberta Schlicher, Diane Jay, Becky Marable, Ann Sheehan, Phil Iovino, Gabie Frazier

Dr. Linda Wallinger, assistant superintendent for instruction, welcomed the committee and provided a status on Virginia's stimulus funding; Race to the Top (RTTT) application; Phase 1 and Phase 2 of the Comprehensive State Performance Report (CSPR); and the School Improvement Grant application. The School Improvement Grant (SIG) is administered jointly at the Virginia Department of Education (VDOE) between the offices of program administration and accountability and school improvement.

Ms. Roberta Schlicher, director of program administration and accountability, presented a background of the grant and an overview of the application for the Federal Fiscal Year 2009 request for the United States Department of Education (USED) School Improvement Grant 1003(g) funds. The purpose of the grant is to assist state departments of education and local school divisions to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. Expected results from these funds include improved student achievement, and the use of data to make informed decisions and create a sustainable system of reform.

Beginning with Fiscal Year (FY) 2009, the USED has adjusted the criteria that states must use to determine which schools may be served with the funds. Initial USED SIG final requirements released on December 10, 2009, adjusted the criteria to require states to identify: 1) Title I schools in School Improvement that are defined as the persistently lowest-achieving schools (Tier I); 2) Title I eligible secondary schools that are defined as the persistently lowest-achieving schools (Tier II); and 3) Title I schools in School Improvement that are not in Tier I (Tier III). Interim USED SIG final requirements released January 15, 2010, expanded the criteria to allow states to identify additional schools in each of the three tiers.

For each of the three tiers, Ms. Schlicher explained the USED guidelines and Virginia's proposed approach. The USED outlines guidelines for each of the three tiers that *must* be

identified by the SEA for schools that are defined as “persistently lowest-achieving schools.” In addition, USED also identifies schools that the SEA *may* identify as “persistently lowest-achieving schools.” In Tier I, Virginia will identify the lowest achieving five percent of Title I elementary schools in Title I School Improvement. It will also identify certain Title I eligible elementary schools. Tier II targets Title I eligible secondary schools. In Tier II, Virginia will identify Title I eligible secondary schools that meet the criteria for “persistently lowest-achieving schools.” Virginia will identify Title I eligible schools in Years 2-7 of Title I School Improvement for Tier III. It will also identify Title I schools that do not meet the requirements to be in Tier I or Tier II and are in the bottom 20 percent of all schools in the state based on proficiency rates for Tier III.

Tier I and Tier II schools must implement one of the four reform models listed below:

- Restart
- Turnaround
- Transformation
- Closure

Tier III schools may implement one of the four reform models or another school improvement strategy. Tier III schools that do not implement one of the four reform models must implement the state transformation model which is a coaching model.

Funding for implementation of a model is based on several factors including the model chosen and the school’s student population. The minimum amount per year is \$50,000 with a proposed maximum amount of \$1,500,000. The maximum amount may be adjusted once final decisions are made regarding eligible schools in each Tier.

Virginia will include in its application a request to implement the flexibility allowed in the waivers as described in the legislation including 1) extending the period of availability of school improvement funds for the state and all of its local school divisions to September 30, 2013; permitting LEAs to allow their Tier I schools to implement a turnaround or restart model to “start over” in the school improvement timeline; and 3) a waiver from the 40 percent poverty threshold to permit LEAs to implement a schoolwide program in a Tier I school that does not meet the poverty threshold.

Virginia’s application is due to USED on February 8, 2010.

The meeting was adjourned at 1:50 p.m.

Handouts:

- Executive Summary: Application for School Improvement Grant Funds under Section 1003(g) of ESEA
- Letter from USED, dated January 10, 2010, allowing states additional flexibility

## Attachment D

**From:** McHale, Juanita (DOE) **On Behalf Of** Wright, Patricia (DOE)  
**Sent:** Friday, January 22, 2010 10:35 AM  
**To:** McHale, Juanita (DOE)  
**Cc:** Marable, Rebecca (DOE)  
**Subject:** SUPTS E-MAIL: Opportunity to Comment on Request for Waivers from Certain Title I, Part A, Requirements under Section 1003(g) for Title I Schools in School Improvement

As required by the United States Department of Education (USED), Application for School Improvement Grants, December 2009, attached to this e-mail is a draft of Virginia's request for a waiver from certain Title I, Part A, requirements under Section 1003(g) for Title I Schools in Title I School Improvement. Section II of the application requires states to provide notice and a reasonable opportunity to comment on this request to all eligible local school divisions in the state prior to submitting an application to USED. As required this document is also posted at:  
[http://www.doe.virginia.gov/federal\\_programs/esea/title1\\_improve\\_academic\\_achievmnt/part\\_a\\_improve\\_basic\\_programs/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title1_improve_academic_achievmnt/part_a_improve_basic_programs/index.shtml).

Comments on the attached waiver request will be accepted through Tuesday, February 2, 2010. Please submit comments to Becky Marable, Title I coordinator, by e-mail at [Rebecca.Marable@doe.virginia.gov](mailto:Rebecca.Marable@doe.virginia.gov) or by fax to (804) 371-7347.

If you have questions or need additional information, please contact Becky Marable, Title I coordinator, at [Rebecca.Marable@doe.virginia.gov](mailto:Rebecca.Marable@doe.virginia.gov) or (804) 371-0044.

**DRAFT LETTER TO BE SENT TO THE UNITED STATES DEPARTMENT OF  
EDUCATION AFTER RECEIPT OF PUBLIC COMMENT**

February 5, 2010

Dr. Zollie Stevenson, Jr., Director  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, D.C. 20202-6132

Dear Dr. Stevenson:

I am writing to request waivers from certain requirements under Title I, Part A, Section 1003(g), of the *Elementary and Secondary Education Act of 1965 (ESEA)* on behalf of the state and local educational agencies in Virginia. If the waivers are granted, school divisions eligible for Title I, Part A, Section 1003(g) School Improvement funds will be required to request such waivers as part of their application for funds.

The requested waivers are listed below.

- A waiver from Section 421(b) of the General Education Provisions Act (20 U.S.C. §1225(b)) to extend the period of availability of school improvement funds for the state and all of its local school divisions to September 30, 2013.
- A waiver from Section 1116(b)(12) of the ESEA to permit local educational agencies to allow their Tier I schools that implement a turnaround or restart model to “start over” in the school improvement timeline.
- A waiver from the 40 percent poverty threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I school that does not meet the poverty threshold.

Please contact Ms. Roberta Schlicher, director of program administration and accountability, at (804) 225-2870 or [Roberta.Schlicher@doe.virginia.gov](mailto:Roberta.Schlicher@doe.virginia.gov) if you have questions or need additional information.

Sincerely,

Patricia I. Wright

PIW/rs

**COMMENTS RECEIVED**

**Re: Waivers from Certain Title I, Part A, Section 1003(g) School Improvement Funds**

<b>Date</b>	<b>Received From</b>	<b>Comment</b>	<b>Status</b>
January 22, 2010	Rockingham County Public Schools	Inquiry regarding waiver from 40 percent poverty threshold in Section /1114(a)(1) of ESEA; whether it can be applied to any Title I School whether in School Improvement status or not.	Comment reviewed