

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: July 22, 2010 **Time:** 9 a.m.
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia



9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the June 24, 2010, Meeting of the Board

Public Comment

Consent Agenda

- A. Final Review of Financial Report on Literary Fund
- B. Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

Action/Discussion: Board of Education Regulations

- C. First Review of a Notice of Intended Regulatory Action (NOIRA) for Proposed *Regulations Governing Unexcused Absences and Truancy*
- D. First Review of the Notice of Intended Regulatory Action (NOIRA) to Promulgate *Regulations Governing the Operation of Private Day Schools for Students with Disabilities and Educational Programs Offered in Group Homes and Residential Facilities in the Commonwealth* and to Repeal *Regulations Governing the Operation of Private Day Schools for Students with Disabilities* (8 VAC 20-670-10 et seq.)

Action/Discussion Items

- E. Final Review of a Request for Approval of Waivers of 8 VAC 20-110-50 of the *Regulations Governing Pupil Accounting Records* from Richmond City Public Schools

Action/Discussion Items (continued)

- F. Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve a Braille Assessment for Teachers Seeking an Initial License with an Endorsement in Special Education-Visual Impairment
- G. First Review of Board of Education Meeting Dates for the 2011 Calendar Year

Reports

- H. Report on the Review Process for and Evaluation of Supplemental Educational Services (SES) Providers Under the *No Child Left Behind Act of 2001*
- I. Report on the Study and Development of Model Teacher and Administrator Evaluation Systems
- J. Report on the Virginia Department of Education's Process for Implementing Virtual School Programs

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

EXECUTIVE SESSION

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, July 21, 2010. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to ensure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Attachment C represents the projects that have closed and for which full payment from the Literary Fund has been made since the last Board meeting.

There is no agenda item related to applications for Literary Fund Loans as no new applications have been submitted for review by the Department since the last Board meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the financial report (including all statements) on the status of the Literary Fund as of March 31, 2010.

Impact on Resources:

As funds become available in the Literary Fund, recommendations will be made to the Board for funding priority projects and those projects at the top of the First Priority Waiting List, with the cash balance reduced as loan requests are processed.

Timetable for Further Review/Action:

The Department staff will prepare a quarterly financial report on this fund for Board approval. Information also will be presented each quarter, as part of another agenda item, regarding those projects on the two waiting lists.

STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND
(as of March 31, 2010)

Line Reference	PRINCIPAL BALANCE	<u>March 31, 2010</u>	<u>December 31, 2009</u>	<u>Increase/(Decrease)</u>
1.	Cash and investments maintained by State Treasurer	181,738,721	97,272,321	84,466,400
2.	Temporary loans received from local school boards (secured by promissory notes)	-	7,500,000	(7,500,000)
3.	Long-term loans in custody of Virginia Public School Authority (VPSA)	300,871,375	300,876,814	(5,439)
4.	Total Principal of Literary Fund	482,610,096	405,649,135	76,960,961
CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE				
5.	Balance due on active projects (Attachment B)	4,334,686	4,607,621	(272,935)
6.	Debt service on VPSA equipment notes ¹	64,381,550	64,488,034	(106,484)
7.	Interest rate subsidy ²	0	0	0
8.	Trigon Reserve	5,657,429	5,657,429	0
9.	Transfer for Teacher Retirement ³	195,000,000	195,000,000	0
10.	Required Carry Forward Balance	63,624,638	63,624,638	0
11.	Total of Literary Fund Commitments	332,998,303	333,377,721	(379,419)
FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS				
12.	Cash and investments maintained by State Treasurer (Line 1)	181,738,721	97,272,321	
13.	Less commitments against Literary Fund Revenues (Line 11)	(332,998,303)	(333,377,721)	
14.	Balance Available to Fund New Projects Currently on Waiting List or (Additional Funds Needed to Meet Commitments)	(151,259,582)	(236,105,401)	

NOTES:

¹Chapter 872, 2010 Acts of Assembly, requires \$65,297,635 to be set aside for debt service on VPSA equipment notes in fiscal year 2010. [Fiscal year-to-date payments of \$916,085 reflected in line 6.]

²Chapter 872, 2010 Acts of Assembly, does not authorize an interest rate subsidy program in fiscal year 2010.

³Chapter 872, 2010 Acts of Assembly, requires \$195,000,000 to be transferred from the Literary Fund to pay teacher retirement in fiscal year 2010.

July, 2010

ACTIVE LITERARY FUND PROJECTS (as of March 31, 2010)

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
Literary Loans							
No Projects							
Subsidy Grants							
11062	Chesapeake City	Butts Road Intermediate	2001 Subsidy	85,594	(77,881)	7,713	90.99%
11151	Nottoway County	Blackstone Primary	2004 Subsidy	54,632	(40,393)	14,239	73.94%
11150	Nottoway County	Crewe Primary	2004 Subsidy	191,790	(161,572)	30,218	84.24%
11181	Grayson County	Grayson Middle	2005 Subsidy	138,831	-	138,831	0.00%
11210	Halifax County	Halifax Middle	2006 Subsidy	1,331,227	(1,097,125)	234,102	82.41%
11220	Halifax County	South Boston Elementary	2006 Subsidy	641,739	(227,676)	414,063	35.48%
11212	Washington County	Abingdon Elementary	2007 Subsidy	201,358	(6,500)	194,858	3.23%
11213	Washington County	High Point Elementary	2007 Subsidy	154,739	-	154,739	0.00%
11214	Washington County	Valley Institute Elementary	2007 Subsidy	123,197	-	123,197	0.00%
11215	Washington County	E. B. Stanley Middle	2007 Subsidy	149,896	-	149,896	0.00%
11255	Roanoke City	William Fleming High School	2008 Subsidy	1,006,140	-	1,006,140	0.00%
11273	Town of West Point	West Point Middle School	2008 Subsidy	41,984	-	41,984	0.00%
11293	Tazewell County	Richlands Elementary School	2008 Subsidy	446,045	-	446,045	0.00%
11294	Tazewell County	Tazewell Elementary School	2008 Subsidy	483,392	-	483,392	0.00%
11295	Tazewell County	Springville Elementary School	2008 Subsidy	243,178	-	243,178	0.00%
11296	Tazewell County	North Tazewell Elementary School	2008 Subsidy	324,368	-	324,368	0.00%
11297	Tazewell County	Cedar Bluff Elementary School	2008 Subsidy	327,724	-	327,724	0.00%
				\$ 5,945,833	\$ (1,611,147)	\$ 4,334,686	

July, 2010

LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED (as of March 31, 2010)

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Funds Returned	Balance Due	Percent Drawn
11270	Rockingham County	River Bend Elementary School	2008 Subsidy	999,640	(999,640)	-	-	100.00%
				\$ 999,640	\$ (999,640)	\$ -	\$ -	

Attachment D identifies the Literary Fund applications that are available for release.

Attachment E is the Board of Education's current Approved Application List. This attachment identifies the Literary Fund applications that are approved as to form but are not included on either waiting list and are not recommended for funding.

Summary of Major Elements:

To the extent funds are available, a recommendation for initial release of funds is presented for projects currently on the First Priority Waiting List or otherwise eligible for priority funding. To the extent funds are not available, new requests for the initial release of Literary Funds cannot be approved. As a result, such requests must be deferred and placed on either the First or Second Priority Waiting List in accordance with the Literary Fund regulations.

This item consists of the one element that requires action by the Board of Education. This element is:

1. The Richmond County Elementary School project on the First Priority Waiting List was partially funded through the school division's participation in the Series 2009-1 Virginia Public School Authority Qualified School Construction Bonds Program on November 13, 2009. The school division requested on June 8, 2010, that the reduced amount of \$2,018,041 that remained on the First Priority Waiting List be withdrawn from funding.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the action described in the element listed under "Summary of Major Elements."

Impact on Resources:

Current Board policy provides that, upon initial release of funds, Literary Fund cash is reduced in the total amount of the approved loan to assure that cash is available as required for project completion. The disbursement of funds is based on actual invoices or other evidence of bills due and payable from the Literary Fund.

Timetable for Further Review/Action:

The staff will prepare items for the Board on this action as needed. Based on the availability of funds, initial release of funds will be made or projects will be deferred and placed on the Waiting Lists.

VIRGINIA BOARD OF EDUCATION - LITERARY FUND FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on		School	Interest		Cumulative		Action/Status
	Waiting List	School Division		Rate	Amount	Total		
1	July, 2007	Pulaski County	Riverlawn Elementary School	2%	7,500,000	7,500,000	Funding Deferred	
2	October, 2007	Manassas Park City	Cougar Upper Elementary School	3%	7,500,000	15,000,000	Funding Deferred	
3	October, 2007	Covington City	Jeter Watson Intermediate School	2%	7,500,000	22,500,000	Funding Deferred	
4	October, 2007	Covington City	Edgemont Primary School	2%	7,500,000	30,000,000	Funding Deferred	
5	October, 2007	Prince George County	North Elementary School	2%	7,500,000	37,500,000	Funding Deferred	
6	July, 2008	Petersburg City	Walnut Hill Elementary School	2%	5,818,691	43,318,691	Funding Deferred	
7	July, 2008	Norton City	Norton Elementary School	3%	7,500,000	50,818,691	Funding Deferred	
8	July, 2008	Northampton County	Northampton High School	3%	7,500,000	58,318,691	Funding Deferred	
9	July, 2008	Lee County	Dryden Elementary School	2%	2,300,000	60,618,691	Funding Deferred	
10	July, 2008	Grayson County	West Grayson Elementary School	2%	7,500,000	68,118,691	Funding Deferred	
11	October, 2008	Pittsylvania County	Tunstall High School	2%	7,500,000	75,618,691	Funding Deferred	
12	October, 2008	Pittsylvania County	Chatham High School	2%	7,500,000	83,118,691	Funding Deferred	
13	October, 2008	Wythe County	Rural Retreat High School	2%	7,500,000	90,618,691	Funding Deferred	
14	October, 2008	Wythe County	Rural Retreat Middle School	2%	2,600,000	93,218,691	Funding Deferred	
15	October, 2008	Montgomery County ¹	New Elliston-Lafayette & Shawsville Elementary School	3%	134,535	93,353,226	Funding Deferred	
16	January, 2009	Warren County	Luray Avenue Middle School	3%	7,500,000	100,853,226	Funding Deferred	
17	January, 2009	Grayson County	Fries Elementary School	2%	7,500,000	108,353,226	Funding Deferred	
18	January, 2009	Henry County	Magna Vista High School	2%	7,200,000	115,553,226	Funding Deferred	
19	January, 2009	Richmond County	Rappahannock High School	3%	250,000	115,803,226	Funding Deferred	
20	April, 2009	Giles County	Giles County Technology Center	2%	7,500,000	123,303,226	Funding Deferred	
21	April, 2009	Giles County	Eastern Elementary/Middle School	2%	7,500,000	130,803,226	Funding Deferred	
22	April, 2009	Nottoway County	Blackstone Primary School	2%	666,667	131,469,893	Funding Deferred	
23	April, 2009	Nottoway County	Crewe Primary School	2%	666,667	132,136,560	Funding Deferred	
24	April, 2009	Nottoway County	Burkeville Elementary School	2%	666,666	132,803,226	Funding Deferred	
25	April, 2009	Fluvanna County ¹	Fluvanna County High School	3%	2,670,000	135,473,226	Funding Deferred	
26	July, 2009	Virginia Beach City	Great Neck Middle School	3%	7,500,000	142,973,226	Funding Deferred	
27	October, 2009	Washington County	John Battle High School	3%	489,126	143,462,352	Funding Deferred	
28	October, 2009	Washington County	Abingdon High School	3%	489,126	143,951,478	Funding Deferred	
29	October, 2009	Washington County	Patrick Henry High School	3%	1,177,236	145,128,714	Funding Deferred	
30	October, 2009	Washington County	Holston High School	3%	602,186	145,730,900	Funding Deferred	
31	October, 2009	Washington County	Meadowview Elementary School	3%	1,491,288	147,222,188	Funding Deferred	
32	October, 2009	Washington County	Wallace Middle School	3%	1,165,073	148,387,261	Funding Deferred	
33	October, 2009	Washington County	Glade Spring Middle School	3%	1,596,000	149,983,261	Funding Deferred	
34	October, 2009	Washington County	William N. Neff Center	3%	3,100,000	153,083,261	Funding Deferred	
35	January, 2010	Hopewell City	Hopewell City High School	2%	7,500,000	160,583,261	Funding Deferred	
36	January, 2010	Virginia Beach City	College Park Elementary School	3%	4,879,954	165,463,215	Funding Deferred	
37	January, 2010	Montgomery County	New Price's Fork Elementary School	3%	7,500,000	172,963,215	Funding Deferred	

New projects to be added with funding deferred until funds are approved for release by separate action of the Board of Education

No Projects

¹Literary Fund application amount reduced by the amount that was funded with the issuance of Series 2009-1 VPSA/Qualified School Construction Bonds on November 13, 2009.

VIRGINIA BOARD OF EDUCATION - LITERARY FUND SECOND PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the Second Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

<i>Priority</i>	<i>Date Placed on</i>	<i>School Division</i>	<i>School</i>	<i>Interest</i>	<i>Amount</i>	<i>Cumulative</i>	<i>Action/Status</i>	<i>Comments</i>
				<i>Rate</i>		<i>Total</i>		
1	October, 2008	Pittsylvania County	Dan River High School	2%	7,500,000	7,500,000	Funding Deferred	
2	October, 2008	Pittsylvania County	Gretna High School	2%	7,500,000	15,000,000	Funding Deferred	

VIRGINIA BOARD OF EDUCATION - REMOVAL FROM FIRST PRIORITY WAITING LIST

The following projects have been removed from the First Priority Waiting List with the actions as indicated in the last column.

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
January, 2009	Richmond County	Richmond County Elementary School	3%	2,018,041	2,018,041	Partially funded by Series 2009-1 VPSA QSCB; remaining application amount withdrawn

July, 2010

VIRGINIA BOARD OF EDUCATION - RELEASE OF LITERARY FUNDS

It is recommended that Literary Funds be released for the following projects on the first priority waiting list.

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total
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NO PROJECTS

July, 2010

LITERARY FUND OF VIRGINIA
APPROVED APPLICATION LIST ¹

Priority	Date Placed on Application List	School Division	School	Interest Rate	Application Amount	Cumulative Total	Action/Status
1	April, 2008	Alleghany County	Alleghany High School	2%	7,500,000	7,500,000	Pending receipt of plans
2	July, 2009	Buckingham County	Dillwyn Lower Elementary School	2%	7,500,000	15,000,000	Pending receipt of plans
3	November, 2009	Buckingham County	Dillwyn Upper Elementary School	2%	7,500,000	22,500,000	Pending receipt of plans

New projects to be added to the approved application list

No projects

¹ Reflects only those applications not on waiting lists

Note: Per 8VAC20-100-90, applications which remain on the approved application list for three years shall be removed from the list.

July, 2010

Board of Education Agenda Item

Item: C.

Date: July 22, 2010

Topic: First Review of a Notice of Intended Regulatory Action (NOIRA) for Proposed Regulations Governing Unexcused Absences and Truancy

Presenter: Dr. Cynthia A. Cave, Director, Office of Student Services

Telephone Number: (804) 225-2818

E-Mail Address: Cynthia.Cave@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action NOIRA submitted

date September 17, 2009

action Approved

Background Information: Section 22.1-258 of the *Code of Virginia* addresses school attendance issues. It requires schools to make a reasonable effort to notify parents when a student fails to report to school. This section also requires each school division to create an attendance plan for any student with five unexcused absences and to schedule a conference with parents after the sixth unexcused absence. This section further addresses the procedure for enforcement of attendance requirements.

Following the receipt of a citizen petition for rulemaking, the Virginia Department of Education published the petition in the Register of Regulations in the Regulatory Town Hall as required by the Administrative Process Act. Public comments were received during a 21-day public comment period. Eleven comments were received from ten individuals in support of the proposed regulations. No comments were received in opposition to the proposed regulations. Regulations are being proposed to establish a uniform definition for “unexcused absence” and any concomitant policies, procedures, or reporting requirements. On June 29, 2010, Executive Order 14 was issued, requiring that proposed regulations go forward by 180 days from the posting of the NOIRA on the Regulatory Town Hall. The NOIRA is being resubmitted in compliance with the new timeline of the Executive Order.

Summary of Major Elements: The attached “Notice of Intended Regulatory Action (NOIRA)

Background Document” summarizes the major elements of this proposal to create regulations governing unexcused absences and truancy.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the VDOE staff to proceed with the requirements of the Administrative Process Act.

Impact on Resources: There may be an administrative impact on some school divisions, depending upon current practice.

Timetable for Further Review/Action: The timetable for further action will be governed by the requirements of the Administrative Process Act.



Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Virginia Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-720-10
Regulation title	Regulations Governing Unexcused Absences and Truancy
Action title	New regulations to govern the collection and reporting of truancy - related data and provide guidance on school attendance policy
Date this document prepared	July 7, 2010

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 36 (2006) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Purpose

Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.

The proposed regulatory action will govern the collection and reporting of truancy-related data, while providing comprehensive guidance on school attendance policy, including a standard definition of “unexcused absence.”

Legal basis

Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly chapter number(s), if applicable, and (2) promulgating entity, i.e., agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

§ 22.1-16. Bylaws and regulations generally.

“The Board of Education may adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title.”

Need

Please detail the specific reasons why the agency has determined that the proposed regulatory action is essential to protect the health, safety, or welfare of citizens. In addition, delineate any potential issues that may need to be addressed as the regulation is developed.

Unexcused absences are linked to numerous harmful personal and social consequences, such as academic failure, school dropout, crime and violence, unemployment, substance abuse, adult criminality and incarceration, unwanted pregnancy, and social isolation (Office of Juvenile Justice and Delinquency Prevention, 2007). Due to the strong link between truancy and these negative consequences, the Virginia Department of Education has recognized that truancy “is a critical issue to address as early and effectively as possible.” (*Improving School Attendance: A Resource for Virginia Schools*, Virginia Department of Education, 2005) The scope of truancy is difficult to measure. School division policies vary on how to categorize legitimate absences and unexcused absences. In some school divisions, decisions on how to categorize absences differ at the school building level. The Department’s current data collection includes the raw number of unexcused absences for each student and an indicator whether a truancy conference has been scheduled for a student after six unexcused absences. The regulations proposed will establish a uniform definition of “unexcused absence” and concomitant reporting requirements.

Substance

Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed.

The proposed regulations will include specific provisions regarding standard definitions of terminology and any concomitant policies, procedures, or reporting requirements.

Alternatives

Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action. Also, please describe the process by which the agency has considered or will consider other alternatives for achieving the need in the most cost-effective manner.

The alternative is to continue with the current practice with the Virginia Department of Education providing technical assistance.

Public participation

Please indicate the agency is seeking comments on the intended regulatory action, to include ideas to assist the agency in the development of the proposal and the costs and benefits of the alternatives stated in this notice or other alternatives. Also, indicate whether a public hearing is to be held to receive comments on this notice.

The agency is seeking comments on the intended regulatory action, including but not limited to 1) ideas to assist in the development of a proposal, 2) the costs and benefits of the alternatives stated in this background document or other alternatives and 3) potential impacts of the regulation. The agency is also seeking information on impacts on small businesses as defined in § 2.2-4007.1 of the *Code of Virginia*. Information may include 1) projected reporting, recordkeeping and other administrative costs, 2) probable effect of the regulation on affected small businesses, and 3) description of less intrusive or costly alternative methods of achieving the purpose of the regulations.

Anyone wishing to submit comments may do so via the Regulatory Town Hall Web site, www.townhall.virginia.gov, or by mail, e-mail or fax to Jo Ann Burkholder, Safe and Drug-Free Schools Program, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120, telephone (804) 371-7586, fax (804)786-9769, e-mail Joann.Burkholder@doe.virginia.gov. Written comments must include the name

and address of the commenter. In order to be considered, comments must be received by the last day of the public comment period.

A public hearing will not be held to receive comments on this notice.

Following the receipt of a citizen petition for rulemaking, the Virginia Department of Education published the petition in the Register of Regulations in the Regulatory Town Hall as required by the Administrative Process Act. Public comments were received during a 21-day public comment period. Eleven comments were received from ten individuals in support of the proposed regulations. No comments were received in opposition to the proposed regulations.

Participatory approach

Please indicate, to the extent known, if advisers (e.g., ad hoc advisory committees, technical advisory committees) will be involved in the development of the proposed regulation. Indicate that 1) the agency is not using the participatory approach in the development of the proposal because the agency has authorized proceeding without using the participatory approach; 2) the agency is using the participatory approach in the development of the proposal; or 3) the agency is inviting comment on whether to use the participatory approach to assist the agency in the development of a proposal.

The agency is using the participatory approach in the development of the proposal.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

The proposed regulatory action is expected to have a positive impact on the institution of the family and family stability. School attendance has been identified as a key issue in understanding and addressing the dropout rate (*Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis*, America's Promise Alliance, 2009).

requires the DMHMRSAS, DSS, and DJJ to regulate and license the facilities. The Board of Education and the Department of Education shall continue with oversight responsibility of the educational programs of CRFs.

Title 22.1. Education, Chapter 16 of the *Code of Virginia* outlines the provisions for schools for students with disabilities. Section 22.1-321. Regulations, states: The Board of Education shall make regulations not inconsistent with law for the management and conduct of schools. The regulations may include standards for programs offered by the schools.

Section 22.1-323. Licenses generally, states: No person shall open, operate or conduct any school for students with disabilities in this Commonwealth without a license to operate such school issued by the Board of Education. A license shall be issued for a school if it is in compliance with the regulations of the Board.

The Board of Education approved the NOIRA for the proposed *Regulations Governing the Operation of Private Schools for Students with Disabilities in Virginia* (8 VAC 20-671), and repeal of the *Regulations Governing the Operation of Private Day Schools for Students with Disabilities* (8 VAC 20-670-10 et seq.) on July 17, 2008. Subsequently, staff held six stakeholder meetings, representing a cross-section of constituencies, to draft and discuss the proposed regulations. Stakeholders included members of the Virginia Association of Independent Specialized Education (VAISEF), an association of Virginia private providers of specialized educational services for children and youth with special needs and their families. Many of the schools licensed by the Board are members of VAISEF or accredited by the organization.

On June 29, 2010, Executive Order 14 was issued, requiring that proposed regulations go forward by 180 days from the posting of the NOIRA on the Regulatory Town Hall. The NOIRA is being resubmitted to comply with new timelines of the Executive Order.

Summary of Major Elements

The Board of Education regulates private day schools for students with disabilities (8 VAC 20-670-10 et seq.). It is proposed that the Board replace the current regulations with new regulations governing both private day schools for students with disabilities and the education programs in private children's residential facilities and group homes.

According to the December 1, 2009, Child Count report, 1,832 students with disabilities received their special education and related services in private day schools and 664 in private residential school programs. These numbers represent children with disabilities placed by public schools, DSS, and the courts. An additional 1,000 students without disabilities were enrolled in private residential schools that were placed by DSS, the courts, or by their parents or guardians. Generally, children in day schools are placed because of their disability. Children in residential school programs are largely placed by a Family Assessment and Planning Team (FAPT) under the Comprehensive Services Act or the courts for non-educational reasons.

Currently, there are 83 licensed private day schools for children with disabilities and 56 licensed private children's residential facilities that offer school programs. These schools are located across the Commonwealth, mainly northern Virginia, Richmond, Charlottesville, and the Tidewater area. The Board of Education and the Department of Education will continue to provide general supervision over these private schools and any new private schools for students with disabilities and issue certificates/licenses to operate. The Board and the Department of Education no longer have

responsibility over the residential environment of children's residential facilities and group homes. This change in responsibility will allow the Department of Education to focus on improving the quality of educational programs in private day schools for children with disabilities and children's residential facilities and group homes.

The attached *Notice of Intended Regulatory Action (NOIRA) Background Document* summarizes the major elements of this project. This proposal is to promulgate new regulations to govern the operation of private day schools for students with disabilities and educational programs offered in group homes and residential facilities. Concurrent action will repeal *Regulations Governing the Operation of Private Day Schools for Students with Disabilities* (8 VAC 20-670-10 et seq.).

The new regulations will provide provisions for the operation of private day schools for students with disabilities and residential schools for students with disabilities. It will provide provisions for school administration, including school and instructional leadership; a philosophy, goals, and objectives that serve as the basis for all policies and practices and student achievement expectations; a program of instruction that promotes individual student academic achievement in the essential academic disciplines, (English, mathematics, science, and history/social science); an organized library media center as the resource center of the school; licensure for school personnel; maintenance of student education records, and school facilities and safety.

The proposed regulations will outline provisions for obtaining a license to operate, denial, revocation or suspension of a license, and renewal of licenses; application fees; student guaranty; application commitments; license restrictions; monitoring and investigation of complaints.

The Board of Education has the option to promulgate two separate regulations, a regulation to govern the education programs in children's residential facilities and group homes and a regulation to govern the education programs in day schools for students with disabilities or a single regulation.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act to promulgate regulations for a single regulation for the operation of education programs in private day schools for students with disabilities and children's residential facilities and group homes.

Impact on Resources:

The administrative impact for the review and revision of this regulation is not expected to be unduly burdensome on the Department of Education and is expected to have no fiscal or administrative impact on the school divisions.

It is anticipated that the implementation of the regulation will have little impact on existing or new private schools licensed by the Board of Education.

Timetable for Further Review/Action:

The timetable for further action will be governed by the requirements of the Administrative Process Act.



Virginia
Regulatory
Town Hall

townhall.virginia.gov

Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Virginia Department of Education
Virginia Administrative Code (VAC) citation	Promulgate New Regulation
Regulation title	Regulations Governing the Operation of Private Schools for Students with Disabilities
Action title	First Review of the Notice of Intended Regulatory Action (NOIRA) to Promulgate <i>Regulations Governing the Operation of Private Day Schools for Students with Disabilities and Educational Programs Offered in Group Homes and Residential Facilities in the Commonwealth</i> and to Repeal <i>Regulations Governing the Operation of Private Day Schools for Students with Disabilities</i> (8 VAC 20-670-10 et seq.)
Date this document prepared	July 7, 2010

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 36 (2006) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Purpose

Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.

The 2008 General Assembly passed SB 472, licensure of group homes and residential facilities for children, patroned by Senator Hanger. The bill eliminates the interdepartmental regulation of children's residential facilities (CRFs) and requires the Departments of Mental Health, Mental Retardation and Substance Abuse Services (DMHMRSAS); Social Services (DSS) and Juvenile Justice (DJJ) to regulate and license CRFs. The bill stipulates that the DMHMRSAS (Department of Behavioral Health and Developmental Services (DBHDS), effective July 1, 2009) will license facilities providing mental health, mental retardation or substance abuse

services; the DSS will license facilities providing social services, and DJJ will license facilities providing care of juveniles in direct state care. The DSS and DBHDS are responsible for licensing the additional facilities that the Virginia Department of Education (VDOE) will no longer license. Each CRF will have one regulatory agency except those that operate education programs, in which case those facilities will have two regulatory agencies.

SB 472 states:

- A. The Department of Education shall cooperate with other state departments in fulfilling their respective licensing and certification responsibilities regarding educational programs offered in group homes and residential facilities in the Commonwealth. The Board shall promulgate regulations allowing the Department of Education to so assist and cooperate with other state departments.
- B. The Board’s regulations shall address the educational services required to be provided in such group homes and residential facilities as it may deem appropriate to ensure the education and safety of the students.

The Board of Education regulates private day schools for students with disabilities (8 VAC 20-670-10 et seq.). It is proposed that the Board replace the current regulations with new regulations governing both private day schools for students with disabilities and the education programs in private residential facilities and group homes.

Legal basis

Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly chapter number(s), if applicable, and (2) promulgating entity, i.e., agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

Bill Number SB 472, passed by the 2008 General Assembly, amended and re-enacted certain sections of the *Code of Virginia*, §§ 22.1-323.2, 37.2-408, 63.2-1737, and 66-24, concerning the interdepartmental regulation of children’s residential facilities, thus, changing the interdepartmental licensing model.

Title 22.1. Education, Chapter 16 of the *Code of Virginia* outlines the provisions for schools for students with disabilities. Section 22.1-321. Regulations, states: The Board of Education shall make regulations not inconsistent with law for the management and conduct of schools. The regulations may include standards for programs offered by the schools.

Section 22.1-323. Licenses generally, states: No person shall open, operate or conduct any school for students with disabilities in this Commonwealth without a license to operate such school issued by the Board of Education. A license shall be issued for a school if it is in compliance with the regulations of the Board.

Need

Please detail the specific reasons why the agency has determined that the proposed regulatory action is essential to protect the health, safety, or welfare of citizens. In addition, delineate any potential issues that may need to be addressed as the regulation is developed.

These regulations are required by the *Code of Virginia*. Effective October 31, 2009, the provisions of the *Code* are revised pursuant to legislation passed by the 2008 General Assembly. SB 472 eliminates the interdepartmental regulation of children's residential facilities. Thus, new regulations are needed to govern the operation of educational programs and services in children's residential facilities and group homes. The new regulations will provide provisions for the operation of schools for students with disabilities and hold all private providers of special education to consistent standards. The new regulations will allow consistency in the operation and management of these education programs.

Substance

Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed.

The new regulations will provide provisions for the operation of private schools for students with disabilities. It will provide provisions for school administration, including school and instructional leadership; a philosophy, goals, and objectives that will serve as the basis for all policies and practices and student achievement expectations; a program of instruction that promotes individual student academic achievement in the essential academic disciplines, (English, mathematics, science, and history/social science); an organized library media center as the resource center of the school; licensure for school personnel; maintenance of student education records, and school facilities and safety.

The proposed regulations will outline provisions for obtaining a license to operate, denial, revocation or suspension of a license, and renewal of licenses; application fees; student guaranty; application commitments; license restrictions; monitoring and investigation of complaints.

Alternatives

Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action. Also, please describe the process by which the agency has considered or will consider other alternatives for achieving the need in the most cost-effective manner.

The Board has the option to promulgate two separate regulations, a regulation to govern the education programs in children’s residential facilities and group homes and a regulation to govern the education programs in day schools for students with disabilities or a single regulation governing both.

Public participation

Please indicate the agency is seeking comments on the intended regulatory action, to include ideas to assist the agency in the development of the proposal and the costs and benefits of the alternatives stated in this notice or other alternatives. Also, indicate whether a public hearing is to be held to receive comments on this notice.

The agency is seeking comments on the intended regulatory action, including but not limited to 1) ideas to assist in the development of a proposal, 2) the costs and benefits of the alternatives stated in this background document or other alternatives and 3) potential impacts of the regulation. The agency is also seeking information on impacts on small businesses as defined in § 2.2-4007.1 of the *Code of Virginia*. Information may include 1) projected reporting, recordkeeping and other administrative costs, 2) probable effect of the regulation on affected small businesses, and 3) description of less intrusive or costly alternative methods of achieving the purpose of the regulation.

Anyone wishing to submit written comments may do so via the Regulatory Town Hall Web site, www.townhall.virginia.gov or by mail to Dr. Sandra E. Ruffin, Director, Office of Federal Program Monitoring, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120, telephone: (804) 225-2768, e-mail: sandra.ruffin@doe.virginia.gov, or fax: (804) 371-8796. Written comments must include the name and address of the commenter. In order to be considered, comments must be received by the last day of the public comment period.

A public hearing will not be held to receive comments on this notice.

Participatory approach

Please indicate, to the extent known, if advisers (e.g., ad hoc advisory committees, technical advisory committees) will be involved in the development of the proposed regulation. Indicate that 1) the agency is not using the participatory approach in the development of the proposal because the agency has authorized proceeding without using the participatory approach; 2) the agency is using the participatory approach in the development of the proposal; or 3) the agency is inviting comment on whether to use the participatory approach to assist the agency in the development of a proposal.

The agency is using the participatory approach in the development of the proposal.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

The proposed regulatory action is not expected to have a negative impact on the institution of the family and family stability. It will provide parents assurance that their child is enrolled in an education program that meets at least minimum standards of the Board of Education.

...Such contract between the public charter school and the local school board or relevant school boards shall reflect all requests for release of the public charter school from state regulations, consistent with the requirements of subsection B of § [22.1-212.6](#). The local school board or relevant school boards, on behalf of the public charter school, shall request such releases from the Board of Education....

On June 24, 1999, the Board adopted Resolution Number 1999-8 that identified regulations that could be waived for charter schools. The resolution included 8 VAC 20-110-50 of the *Regulations Governing Pupil Accounting Records*. This regulation states:

8 VAC 20-110-50. Approval of school-sponsored field trips and other activities.

All school-sponsored field trips and other activities or events for which pupil attendance may be counted shall be approved through procedures adopted by the school board.

Summary of Major Elements: Richmond City Public Schools (RPS) is requesting approval of a waiver of 8 VAC 20-110-50 of the *Regulations Governing Pupil Accounting Records* for Patrick Henry School of Science and Arts, a charter school serving grades K-5. Patrick Henry School of Science and Arts is a public charter school operating under a contractual arrangement with Richmond City Public Schools. It plans to open this summer for the 2010-2011 school year.

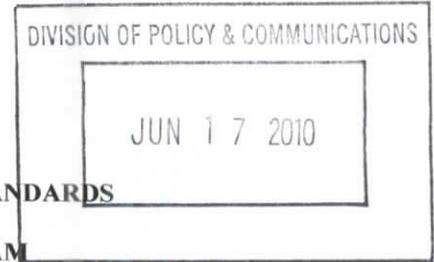
The waiver request from Richmond City Public Schools says that “PHSSA will frequently conduct walking trips and other excursions approved by parents of pupils, but that will not be approved through procedures adopted by the local school board.” The request further states that “PHSSA must develop procedures for planning and approving field trips in place of those already in place for RPS, to include a detailed itinerary, SOL alignment, list of potential hazards and procedures for handling emergency situations, which will be submitted to the local school board.” The procedures will be reported to the Richmond School Board, but will not be approved by the Richmond School Board.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the request from Richmond Public Schools to waive the provisions of 8 VAC 20-110-50 for Patrick Henry School of Science and Arts. The procedures for field trips and other activities and events would be approved by the parents, and would be reported to the Richmond School Board.

Impact on Resources: The impact on resources is not expected to be significant.

Timetable for Further Review/Action: Department of Education staff will notify Richmond City Public Schools of the Board’s decision.

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. Box 2120
RICHMOND, VIRGINIA 23218-2120



**REQUEST FOR WAIVER OF CERTAIN ACCREDITING STANDARDS
AND/OR APPROVAL
OF AN INNOVATIVE OR EXPERIMENTAL PROGRAM**

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC 20-131-10 et seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ 22.1-253.13:1 et seq.). The annual accrediting cycle for public schools is July 1 through June 30.

This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to the beginning of an accrediting cycle or the proposed implementation of the program or activity that precipitates the request for the waiver. The types of waivers available and the corresponding section of the standards are indicated below. Please attach additional sheets or information deemed appropriate. (The Board will consider this request in its monthly meeting and school divisions **are required** to appear before the board **in person or electronically** to explain a waiver request.)

SCHOOL DIVISION Richmond Public Schools

TITLE OF PROGRAM/ACTIVITY Patrick Henry School of Science and Arts – A Charter School Serving Grades K-5

TYPE OF APPROVAL REQUESTED:

- Approval of an Alternative to the Standard School Year and School Day (8 VAC 20-131-150)
- Approval of an Alternative Accreditation Plan (8 VAC 20-131-280.D)
- Approval of an Experimental Program (8 VAC 20-131-290.D)
- Approval of an Innovative Program (8 VAC 20-131-290.D)
- Approval of a Waiver of Other Provision(s) of the Standards (8 VAC 20-131-350)
(Complete Pages 1 and 3 of the application only.)

SCHOOL(S) INVOLVED IN THE PROPOSED PROGRAM/ACTIVITY Patrick Henry School of Science and Arts

March 29, 2010
Date Approved
by the Local School Board

Kimberly Bridges
Signature
Chairman of the School Board

June 3, 2010
Submission Date

Yvonne W. Grando
Signature
Division Superintendent

SCHOOL DIVISION Richmond Public Schools

TITLE OF PROGRAM/ACTIVITY Patrick Henry School of Science and Arts – A Charter School Serving Grades K-5

IF YOU ARE SEEKING A WAIVER OF A PROVISION OR PROVISIONS OF THE ACCREDITING STANDARDS, STATE THE PROVISION AND THE RATIONALE FOR SEEKING A WAIVER FOR EACH.

Provision

8VAC20-110

Regulations Governing Pupil Accounting Records

Section 50: Approval of school-sponsored field trips and other activities

Rationale

PHSSA will frequently conduct walking trips and other excursions approved by parents of pupils, but that will not be approved through procedures adopted by the local school board. Therefore, a waiver of Regulation 20-110-50 is requested.

DESCRIBE THE PROCEDURES THAT WILL BE USED TO EVALUATE THE EFFECTIVENESS OF THE WAIVER/PROGRAM/ACTIVITY. (Include information that includes measurable goals, objectives, and student academic achievement that will be expected as a result of the implementation of the program/activity.)

PHSSA must develop procedures for planning and approving field trips in place of those already in place for RPS, to include a detailed itinerary, SOL alignment, list of potential hazards and procedures for handling emergency situations, which will be submitted to the local school board. In addition, PHSSA will use multiple assessment measures to create a comprehensive picture of student achievement and perform grade level assessment. Students will master state objectives for each grade year. PHSSA will utilize an assessment reporting system compiled from standardized assessments and scoring rubrics will be used to determine student performance and mastery of the integrated curriculum content. Assessment data will be provided in the form of Assessment Data Reports that will be submitted to the superintendent each nine weeks, in conjunction with the RPS reporting requirements. These evaluation procedures will ensure that PHSSA meets its stated goals:

- Master State and Federal learning objectives
- Develop reasoning skills through science and arts curriculum
- Acquire problem solving skills through scientific inquiry
- Foster an appreciation of the natural world through environmental studies
- Increase social awareness through the arts and social sciences
- Develop citizenship skills
- Master self discipline
- Develop an appreciation of diversity
- Develop mental creativity and flexibility through an interdisciplinary curriculum

Number of students involved in the program 150

What is the anticipated length of the program or duration of the waiver? 2010-11

Questions should be directed to the Division of Policy and Communications at (804) 225-2092, or by e-mail to policydata@doe.virginia.gov. This application and supporting documentation must be sent to:

Division of Policy and Communications
Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

Board of Education Agenda Item

Item: F.

Date: July 22, 2010

Topic: Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve a Braille Assessment for Teachers Seeking an Initial License with an Endorsement in Special Education-Visual Impairments

Presenter: Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: 804-371-2522

E-Mail Address: Patty.Pitts@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

Previous review/action
date November 17, 2009
action The Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation that a reliable, valid, and legally defensible assessment available statewide demonstrating Braille proficiency prescribed by the Virginia Board of Education be required for individuals seeking an initial license with an endorsement in Special Education-Visual Impairments.
date June 24, 2010
action The Board of Education received for first review a recommendation of the Advisory Board on Teacher Education and Licensure to approve a Braille assessment for teachers seeking an initial license with an endorsement in Special Education-Visual Impairments.

Background Information:

The 2009 Virginia General Assembly enacted the following House Bill 2224, Chapter 202, regarding Braille certification:

§ 1. That by December 31, 2009, the Advisory Board on Teacher Education and Licensure, in consultation with the Department for the Blind and Vision Impaired, shall make recommendations to the Board of Education and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health regarding the certification of Braille instructors.

In consultation with the Department for the Blind and Vision Impaired, the Advisory Board on Teacher Education and Licensure (ABTEL) began discussions regarding Braille instruction, certification, and licensure. On April 20, 2009, the Advisory Board approved a committee to research the policy issues and make recommendations to the full Advisory Board.

ABTEL's committee on Braille convened July 8 and August 5, 2009. At the meeting on August 5, 2009, Dr. Edward C. Bell, director of the Professional Development and Research Institute on Blindness, Louisiana Technology University, and Mr. Michael Kasey, National Federation of the Blind, met with the committee.

The Advisory Board on Teacher Education and Licensure met on September 20-21, 2009, to review the committee's report and make a recommendation to the Board of Education. The Advisory Board received the report of the committee including research on Braille instruction, authority regarding Braille instruction, licensure assessments, the current teacher work force with endorsements in visual impairments, Virginia's consortium to prepare teachers of visual impairments, requirements of other states, and available Braille assessments.

On September 20-21, 2009, the Advisory Board on Teacher Education and Licensure approved the following recommendation to the Board of Education:

The Advisory Board unanimously recommends to the Board of Education that a reliable, valid, and legally defensible assessment available statewide (to be determined) demonstrating Braille proficiency prescribed by the Virginia Board of Education be required for individuals seeking an initial license with an endorsement in Special Education-Visual Impairments. [The Department of Education shall follow policies and procedures relative to the procurement of such an assessment.] Additionally, contingent upon available funding, opportunities for licensed teachers with the endorsement in Visual Impairments will be afforded additional professional development in the teaching of Braille through the Virginia Department of Education and the Department for the Blind and Vision Impaired. The Advisory Board supports the Virginia Board of Education's efforts to include teachers of visual impairments in the *Standards of Quality* funding formula.

The Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation on Braille certification in response to the 2009 Virginia General Assembly House Bill 2224 on November 17, 2009.

Summary of Major Elements

At the request of the Advisory Board on Teacher Education and Licensure, a committee was convened on March 29, 2010, to recommend a Braille assessment to be considered as a requirement for individuals seeking an initial license with an endorsement in visual impairments. Representatives attending the meeting were as follows:

Advisory Board on Teacher Education and Licensure

Tracey Dingus, Chair
Angela Turley, Member
Courtney Gaskins, Member

National Federation of the Blind

Michael Kasey

Richmond City Schools

Paula Watson, Teacher

Department for the Blind and Vision Impaired

Glen Slonneger, Education Services Program Director

Department of Education

H. Douglas Cox, Assistant Superintendent for Special Education and Student Services

John Eisenberg, Director of Instructional Support and Related Services

James Lanham, Director of Teacher Licensure and School Leadership

Tara McDaniel, Specialist, Special Education Human Resources Development

Patty S. Pitts, Assistant Superintendent of Teacher Education and Licensure

Wiley Rowsey, Director of Procurement

Sarah Susbury, Director of Test Administration, Scoring, and Reporting

Karen Trump, Special Education Coordinator

Anne D. Wescott, Assistant Superintendent for Policy and Communications

After reviewing available assessments, the committee unanimously recommended the Braille Proficiency Test owned by the Texas Education Agency and administered by the Educational Testing Service (ETS). The Braille-only test was developed by the Educational Testing Service for Texas. The state of Mississippi also has adopted this test.

The four-hour Braille Proficiency Test (0631) is administered as a low volume test by ETS, and is scheduled three times a year (November, March, and June). The projected number of new teachers in Virginia seeking the endorsement in Special Education-Visual Impairments who would be required to take the Braille Proficiency Test is anticipated to be less than 30 teachers annually. State procurement testing requirements exempt competitive procurement up to \$50,000 over the life of the contract.

The test addresses the following standards developed by the Texas Education Agency:

The beginning teacher knows and understands:

- * *skills for reading uncontracted and contracted literary Braille; and*
- * *skills for reading Nemeth Code.*

The beginning teacher is able to:

- * *apply skills for reading uncontracted and contracted literary Braille;*
- * *apply skills for reading basic Nemeth Code; and*
- * *use resources for reading advanced Nemeth Code.*

The beginning teacher knows and understands:

- * *skills for producing uncontracted and contracted literary Braille; and*
- * *skills for producing Nemeth Code.*

The beginning teacher is able to:

- * produce uncontracted and contracted literary Braille with a braillewriter;*
- * produce uncontracted and contracted literary Braille with a slate and stylus;*
- * produce basic Nemeth Code with a braillewriter; and*
- * refer to Nemeth Code rules to produce advanced Nemeth Code with a braillewriter.*

[Source: *Texas Braille Standards (Standard VII)*, approved April 2, 2004]

The Braille Proficiency Test is composed of two sections. The multiple-choice section assesses the examinees' ability to read Braille using simulated Braille text. The performance-assessment section assesses the examinees' ability to produce Braille text from printed text using both a slate and stylus and a braillewriter. The standard form of the Braille Proficiency Test takes five hours. An Alternate Test Form (ATF) is available for candidates requiring accommodations. The ATF is a combination Reader Script/Braille edition and can only be administered one-to-one.

Candidates must bring the following items to the test site:

- Manual (non-electric) braillewriter that accommodates standard 11 ½ by 11 inch braille paper
- Slate and stylus that accommodates 8 ½ by 11 inch Braille paper
- Braille eraser
- Pencil

On April 19, 2010, the Advisory Board on Teacher Education and Licensure voted unanimously to recommend that the Virginia Board of Education approve the Braille Proficiency Test administered by the Educational Testing Service as the required assessment for teachers seeking the Special Education-Visual Impairments endorsement in Virginia. The committee's rationale included the following: (1) the Braille Proficiency Test developed by the Educational Testing Service is a reliable, valid, and legally defensible assessment; (2) the test appears to cover the appropriate knowledge and skills for Braille; (3) the test would be available after a state-specific standard setting study; and (4) the test is accessible across the state.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the Advisory Board on Teacher Education and Licensure's recommendation that the Braille Proficiency Test administered by the Educational Testing Service be approved as the required assessment for teachers seeking an initial Virginia license with the endorsement in Special Education-Visual Impairments and authorize the Department of Education to begin the standard-setting process for the test.

Impact on Resources:

Costs associated with the administration of the Braille Proficiency Test will be incurred by the Educational Testing Service. Prospective teachers seeking an initial license with the endorsement in Special Education-Visual Impairments will be required to pay the test fee.

Timetable for Further Review/Action:

A standard-setting study will be conducted by the Educational Testing Service in the fall of 2010.

Board of Education Agenda Item

Item: _____ G. _____

Date: July 22, 2010

Topic: First Review of Proposed Board of Education Meeting Dates for the 2011 Calendar Year

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/225-2924

E-mail: Margaret.Roberts@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Board of Education Bylaws

Action requested at this meeting

Action requested at future meeting: Final adoption: September 23, 2010

Previous Review/Action:

No previous board review/action

Previous review/action:

date:

action:

Background Information: Section 2 of Article Three of the Bylaws of the Board of Education states the following:

Section 2. Regular Meetings. Prior to and no later than the annual meeting (February), the Board shall adopt a tentative schedule for regular meetings for the applicable calendar year. Such schedule shall be subject to the change, alteration or adjustment by the President as he or she deems appropriate, to accommodate the operation of the Board as is necessary.

Summary of Major Elements: In recent years, the Board of Education has met monthly except for the months of August and December. Meetings are typically held on the fourth Thursday of the month, although this is not a requirement. Exceptions are the January meeting, which is held early in the month to coincide with the opening of the General Assembly session, and the November meeting, which is scheduled to avoid meeting during Thanksgiving week. The April meeting is typically a two-day planning session.

The proposed dates for meetings in 2011 (shown below) are set to avoid scheduling conflicts with major professional commitments for Board of Education members and the Superintendent of Public Instruction. The proposed dates are also set to avoid conflict with national holidays and other important calendar events.

In addition to the monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary. Unless otherwise announced by the President, all Board of Education meetings will be held in the Jefferson Conference Room on the 22nd floor of the James Monroe Building, 101 North 14th Street, Richmond, Virginia 23219.

The proposed meeting dates for 2011 are as follows:

Thursday, January 13, 2011
Thursday, February 24, 2011
Thursday, March 24, 2011
Wednesday-Thursday, April 27-28, 2011
Thursday, May 19, 2011
Thursday, June 23, 2011
Thursday, July 28, 2011
Thursday, September 22, 2011
Thursday, October 27, 2011
Thursday, November 17, 2011

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive for first review the proposed schedule of meeting dates for the 2011 calendar year.

Impact on Resources: Funding to support the expenses related to the meetings of the Board of Education is provided from the Department of Education's general operating budget, which is appropriated by the General Assembly.

Timetable for Further Review/Action: The proposed meeting schedule will be presented for final review and adoption at the September 23 meeting. Following adoption, the dates will be widely disseminated to local school officials, statewide organizations, and to the public. The meeting dates will also be posted on the Board of Education's Web site.

ATTACHMENT:

PROPOSED

**MEETING DATES
2011 CALENDAR YEAR**

Thursday, January 13, 2011

Thursday, February 24, 2011

Thursday, March 24, 2011

Wednesday-Thursday, April 27-28, 2011

Thursday, May 19, 2011

Thursday, June 23, 2011

Thursday, July 28, 2011

Thursday, September 22, 2011

Thursday, October 27, 2011

Thursday, November 17, 2011

Board of Education Agenda Item

Item: _____ H. _____

Date: _____ July 22, 2010 _____

Topic: Report on the Review Process for and Evaluation of Supplemental Educational Services (SES) Providers Under the *No Child Left Behind Act of 2001*

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: 804-225-2034

E-Mail Address: linda.wallinger@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

The *No Child Left Behind Act of 2001 (NCLB)* requires that sanctions be placed on Title I schools that have not made AYP for two or more consecutive years. As written in the law, Title I schools that do not make AYP for two consecutive years in the same subject area go into Year 1 of school improvement and must offer public school choice to students who attend those schools. If the Title I school does not make AYP in the same subject area for a third consecutive year (Year 2 of school improvement), the school must continue to offer public school choice, and low-income families whose children attend the school can enroll their children in supplemental educational services (SES). The term "supplemental educational services" refers to free extra academic help, such as tutoring or remedial help, that is provided to students in subjects such as reading, language arts, mathematics, and science. This extra help can be provided before or after school, on weekends, or in the summer. If there are insufficient Title I funds to cover the cost of SES services for all eligible students, priority is given to the lowest-performing students.

Providers of SES may include nonprofit entities, for-profit entities, local educational agencies, public schools, public charter schools, private schools, public or private institutions of higher education, and faith-based organizations. Entities that would like to be included on the list of eligible providers must contact their state education agency and meet the criteria established by the state to be considered for the list of eligible providers.

Each state education agency is required to approve organizations that qualify to provide these services. School divisions must make a list available to parents of state-approved SES providers in the area and must allow parents to choose the provider that will best meet the educational needs of the child. States must evaluate the success of SES providers and must withdraw approval from providers that fail for two consecutive years to contribute to increasing the academic proficiency of students served.

In July 2002, the Virginia Board of Education adopted criteria for SES providers. The Board's criteria are consistent with the federal law. An SES provider must:

- have the ability to provide parents and the LEA with information on the progress of children in a format and language that parents can understand;
- ensure that the instruction provided and the content used are consistent with the instruction and content used by the local education agency (LEA) and are aligned with state student academic achievement standards;
- meet all federal, state, and local health and safety and civil rights laws; and
- ensure that all instruction and content are neutral and nonideological.

The law also specifies that the services must be furnished by a financially sound provider with a demonstrated record of effectiveness.

During the years immediately following the implementation of SES, the Department of Education (DOE) accepted and reviewed SES applications four times per year. The recommended providers were presented to the Board for approval, and the required list was posted to the DOE's Web site. In May 2007, the Board of Education delegated its authority to approve SES providers to the Superintendent of Public Instruction.

Currently, the DOE accepts SES applications twice each year (May and October), and contracts with subject area experts to conduct the reviews. During the most recent review in May 2010, 24 new SES providers were added to Virginia's approved list and six providers expanded either their offerings or their service area. Virginia's list of approved SES providers currently contains 138 active providers.

The Board has also adopted an appeals process to address circumstances where providers may wish to appeal the decision not to include them on or to remove them from the approved list. To date, no providers have been removed from the list because they failed for two consecutive years to contribute to increasing the academic proficiency of students served, nor have there been any appeals.

In July 2005, Virginia was the first state to be granted a waiver from the United States Department of Education (USED) to participate in a pilot to reverse the order of sanctions for Title I schools in Years 1 and 2 of school improvement. The four school divisions participating in the pilot were allowed to offer SES to eligible students in Title I schools in Year 1 of school improvement. If the schools advanced to Year 2 of school improvement, they then offered both SES and public school choice to eligible students in those schools, thus reversing the order in which the sanctions were applied. This is an appealing option for many parents because it offers additional help to the student in his/her home school rather

than moving to another school that may be outside the zone of the home school. In order to continue the reversal options, states must request a waiver from USED each year. In 2009-2010, Virginia made a waiver request for all of its school divisions, but only eight accepted the offer. For 2010-2011, Virginia has again made a waiver request on behalf of all school divisions.

Summary of Major Elements

The *No Child Left Behind Act of 2001* requires states to evaluate the success of SES providers and withdraw approval from providers that fail for two consecutive years to contribute to increasing the academic proficiency of students served. The DOE has reviewed SES implementation annually since 2003. Beginning with the 2006-2007 school year, there were sufficient data to conduct a statistical analysis of the impact of SES in Virginia using a matched program-control design consisting of a pre-program/post-program matched samples comparison of students receiving SES services to students not receiving SES services. Additionally, the evaluations contain a qualitative analysis based on survey responses from division SES coordinators, parents of students receiving SES, and SES providers.

The following tables provide summary data and information from the last three evaluations. These results should be interpreted with caution; small sample sizes, which reduce the ability (power) to detect statistical significance and the reliability of outcomes in general, were limiting factors for many providers. In addition, the limited sample sizes used in the inferential analyses make it difficult to generalize the results to the total population of students who participated in SES as the students who were actually included may not be representative of all students who received services.

Appendix A contains the most recent evaluation for the 2008-2009 school year. All the evaluations, which contain considerably more detail than provided here, are posted to the DOE's Web site at http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/supplimental_ed_services/index.shtml.

Statewide Impact

School Year	# of SES Providers Serving Students	# of Students Served	# of Participating School Divisions
2006-2007	22	3,030	22
2007-2008	35	3,344	26
2008-2009	49	4,879	32

Is there a statistically significant difference in Standards of Learning assessment performance between students receiving SES services and those not receiving the services?

School Year	Reading/Language Arts	Mathematics
2006-2007	Yes – Negative difference for students receiving SES services compared to those not receiving SES services	No
2007-2008	No	No
2008-2009	No	No

Impact at the SES Provider Level

For a specific SES provider, is there a statistically significant difference in Standards of Learning assessment performance between students receiving SES services by that provider and those not receiving services?

School Year	Reading/Language Arts	Mathematics
2006-2007	No	No
2007-2008	Yes – Negative difference for students receiving services from Porter Education and Communications, Inc.	No
2008-2009	No	Yes – Negative difference for students receiving services from Huntington Learning Centers, Inc., and NonPublic Educational Services, Inc. (NESI)

2008-2009 Surveys of School Division SES Coordinators, SES Providers, and Parents of Students Receiving SES Services

- SES providers serving students in Virginia during the 2008-2009 school year received generally positive reactions from parents and division coordinators who participated in the evaluation.
- Parents were mostly satisfied with provider tutoring services, and the majority of parent respondents were very positive about division and school personnel assistance with SES.
- Overall, division coordinators were also pleased with provider services.
- Finally, providers were predominately positive concerning their experiences with SES in Virginia during the 2008-2009 school year.

A sample of the survey questions and responses follows:

1. What are providers', division coordinators', and parents' experiences with and reactions to SES interventions?

- The majority of providers were highly satisfied or satisfied with their perceived success at raising student achievement levels (95 percent).
- Most division coordinators strongly agreed or agreed that services offered by providers positively impacted student achievement (68 percent).
- The majority of parents strongly agreed or agreed that SES tutoring helped their child's achievement (89 percent).

2. Are providers aligning their curriculum with local and state academic content and achievement standards?

- All responding providers reported that they aligned their services and curriculum with local and state academic content and standards either frequently or occasionally (100 percent).
- Most division coordinators who participated in the evaluation strongly agreed or agreed that providers' services were aligned with state and local standards (78 percent).

- 3. Are providers offering services to special education and English Language Learner (ELL) students?**
- Most providers who participated in the evaluation reported that tutors administered services to special education students (80 percent) and ELL students (80 percent).
 - Most division coordinators either strongly agreed or agreed that providers offered services to special education (89 percent) and ELL students (76 percent).
- 4. What are the stakeholders' overall assessments of provider performance?**
- Overall, division coordinators indicated satisfaction with provider services (74 percent).
 - The majority of parents were very satisfied with the SES tutoring their child received (90 percent).

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept this report on Supplemental Educational Services Providers.

Impact on Resources:

The SES evaluations are funded with federal funds

Timetable for Further Review/Action:

N/A



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**Supplemental Educational Services
in the Commonwealth of Virginia
2008 – 2009**



June 2010

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Executive Summary

Purpose

Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001* (NCLB) requires state educational agencies (SEAs) to monitor the quality and effectiveness of Supplemental Educational Services (SES). This report presents the findings of a study conducted by the Center for Research in Educational Policy (CREP) on the implementation and effectiveness of SES in Virginia during the 2008-2009 school year.

Research Design

The report includes the results of both a descriptive analysis and an achievement analysis of SES. The descriptive analysis consists of survey results from SES division coordinators, parents of students receiving SES, and SES providers. The achievement analysis utilizes Standards of Learning (SOL) test standardized scale scores (Z-scores) to examine the effect of SES provider services on student achievement in reading/language arts and mathematics. As SOL scores from different years and grade levels are not equivalent in terms of interpretation, standardized SOL Z-scores were used as the outcome to make the various scores comparable. The analysis of SOL test scores consisted of a matched program-control design. This design utilized a pre-program/post-program matched samples comparison of students (i.e., students who received SES tutoring versus students who were eligible to receive SES, yet did not participate) to examine SES program effects on student achievement in the 2008-2009 school year. A descriptive analysis (non-statistical) was conducted for students identified as receiving special education, as these students were not included in the more rigorous matched-sample statistical analyses. Additionally, a separate analysis was also conducted for schools in divisions that

participated in the United States Department of Education (USDE) pilot for the reversal of SES and Public School Choice (PSC).

The matched program-control methodology was the most appropriate and scientifically rigorous design available to meet the monitoring requirements of NCLB. To maintain scientific validity, the analyses were limited to a non-random subset of (1) students who utilized SES tutoring and (2) students who did not receive SES tutoring. Additionally, one cannot generalize the results from this study to all students who participated in SES. In many cases, once the criteria required for students to be included in the statistical models were applied, final sample sizes for providers were much smaller than the initial student data available. As a result, the achievement outcomes of the smaller number of students actually included in the analyses may not be representative of the achievement of the total population of students who attended SES.

SES Implementation

There were 4,879 SES students (5,405 provider contracts) who received SES tutoring services in 2008-2009 from 49 providers across 63 schools in 32 divisions in the Commonwealth of Virginia. The perceptions of parents who participated in the evaluation were positive regarding division efforts to implement SES in their divisions. The majority of parent respondents indicated that they were satisfied with the way their school division helped them obtain SES for their child. Most parents indicated that they were given enough time to decide which tutoring company they wanted for their child and indicated that they were given information on their child's rights under the NCLB law. Most division coordinators who participated in the evaluation expressed overall satisfaction with provider services and reported that providers positively impacted student achievement. The majority of provider respondents

were pleased with the ease of aligning lessons with division or school curriculum and division coordinator cooperation and involvement.

SES Effectiveness

A state-level analysis was conducted to evaluate the effect of all SES providers on student achievement. After controlling for prior year achievement, there were no significant differences between SES and control students on adjusted average 2008-2009 SOL reading/language arts achievement Z-scores. While not statistically significant, the adjusted average 2008-2009 reading/language arts SOL Z-score of SES students receiving reading/language arts tutoring was slightly higher than that of controls. After controlling for prior year achievement, there were no significant differences in adjusted average 2008-2009 SOL mathematics achievement Z-scores between SES and control students. While not statistically significant, the adjusted average 2008-2009 mathematics SOL Z-score of SES students receiving mathematics tutoring was lower than that of controls. However, the adjusted effect sizes in both reading/language arts (+0.01) and mathematics (-0.05) were small or very small.

At the provider level, after controlling for prior year achievement, no significant difference was found for 2008-2009 SOL reading/language arts achievement between students who received SES tutoring and control students. As shown in Table i below, while none of the differences were statistically significant, the adjusted mean 2008-2009 reading/language arts SOL Z-scores of SES students receiving reading/language arts tutoring from ten providers were higher than control students, while eight providers had lower adjusted mean Z-scores compared to controls.

Table i: Adjusted Mean 2008-2009 Reading/Language Arts SOL Z-scores of SES Students Receiving Reading/Language Arts Tutoring Compared to Controls

SES higher* than control students	SES lower* than control students
A+ Markem	Academics Plus, Inc.
Achieve Success Tutoring (by University Instructors)	Huntington Learning Centers, Inc.
Aligned Interventions Educational Services	Millennium Education Music Project
Bright Futures Learning Center	Porter Education and Communications, Inc.
Club Z! Inc.	Sylvan Learning Center in Hampton
Extended Learning Opportunities	Sylvan Learning Centers Newport News-Yorktown/Williamsburg
Fresh Wise, Inc.	The Enrichment Centers
NonPublic Educational Services (NESI), Inc.	Total Tutors, LLC
Saturday Scholars, Inc.	
TutorFind	

* Differences are not statistically significant

The provider-level analysis revealed a statistically significant difference in 2008-2009 mathematics SOL test results that favored control students over students who utilized SES for Huntington Learning Centers, Inc. and NonPublic Educational Services, Inc. (NESI). While the differences were not statistically significant, as shown in Table ii, the adjusted average Z-score of SES students receiving mathematics tutoring from seven providers were higher than control students, while three providers had lower adjusted mean Z-scores compared to controls.

Table ii: Adjusted Mean 2008-2009 Mathematics SOL Z-scores of SES Students Receiving Mathematics Tutoring Compared to Controls

SES higher* than control students	SES lower* than control students
ATS Project Success	Academics Plus, Inc.
Bright Futures Learning Center	Achieve Success Tutoring (by University Instructors)
C2 Educational Systems, Inc.	The Learning Curve
Club Z! Inc.	
Fresh Wise, Inc.	
Sylvan Learning Center in Hampton	
Total Tutors, LLC	

* Differences are not statistically significant

For students designated as special education who received SES tutoring in reading/language arts, 69.1 percent scored Proficient or Advanced in reading/language arts. There were 13 students (3.4 percent of the 382 total in reading) designated as special education that had zero hours of SES tutoring for reading/language arts in 2008-2009, and were not included. For the special education status students who utilized SES tutoring in mathematics, 65 percent scored Proficient or Advanced in mathematics. There were three students (1.5 percent of the 200 total in mathematics) designated as special education that had zero hours of SES tutoring in mathematics in 2008-2009, and were not included. Overall, most students designated as special education who received SES tutoring scored Proficient or Advanced on 2008-2009 SOL reading/language arts and mathematics tests.

For the analysis of schools in divisions that participated in the pilot program to reverse SES and Public School Choice options, although not statistically significant, the adjusted average 2008-2009 reading/language arts SOL Z-score of pilot SES students receiving reading/language arts tutoring was higher (closer to zero) than that of nonpilot SES students receiving

reading/language arts tutoring. While not statistically significant, the adjusted average 2008-2009 mathematics SOL Z-score of pilot SES students receiving mathematics tutoring was also higher (closer to zero) than that of nonpilot SES students who utilized mathematics tutoring. Overall, the statistical analysis revealed that the effects of SES tutoring on student achievement did not vary for students attending the schools that participated in the pilot program compared to students attending schools that did not participate in the program.

Conclusion

SES providers serving students in Virginia during the 2008-2009 school year received generally positive reactions from parents and division coordinators who participated in the evaluation. Parents were mostly satisfied with provider tutoring services, and the majority of parent respondents were very positive about division and school personnel assistance with SES. Overall, division coordinators were also pleased with provider services. Finally, providers were predominately positive concerning their experiences with SES in Virginia during the 2008-2009 school year.

When conducting analyses at the provider level, no SES provider was found to have a statistically significant impact on the students served in reading/language arts, while two mathematics providers, Huntington Learning Centers, Inc. and NonPublic Educational Services, Inc. (NESI), had statistically significant negative effects on the students they served. There were no significant differences between SES students and control group students when the data were analyzed at the state-level in either reading/language arts or mathematics, or between pilot and nonpilot SES students in either subject. The majority of students designated as special education who received SES tutoring scored Proficient or Advanced on 2008-2009 SOL reading/language arts and mathematics tests.

These results should be interpreted with caution. Small sample size, which reduces the ability (power) to detect statistical significance and the reliability of outcomes in general, was a limiting factor for many providers. A more pervasive and substantive issue is the degree to which state assessments have adequate sensitivity to detect the contribution of only a limited number of hours of tutoring during an entire school year. A minimum of 18 hours of tutoring was necessary for students to be included in the analyses. At one hour per day, that is slightly less than four weeks of tutoring out of an entire school year. Therefore, one would not expect a limited number of hours of tutoring to make dramatic changes in achievement. Despite the natural and context-specific limitations of the achievement analyses, the present results provide evidence that while no individual providers were able to assist students in achieving significantly higher SOL test results than control students, there were two providers that demonstrated significant negative effects on students' mathematics SOL test scores.

Introduction

This report presents the findings of the evaluation of Supplemental Educational Services (SES) in Virginia, conducted by the Center for Research in Educational Policy (CREP) at The University of Memphis. SES is a component of the *Elementary and Secondary Education Act* (ESEA), as reauthorized by the *No Child Left Behind Act* (NCLB) and is designed to provide extra academic assistance for eligible children. Specifically, students are eligible to receive SES if they are from low-income families and attend Title I schools in their second year or more of school improvement (i.e., have not made adequate yearly progress or “AYP” for three or more years), in corrective action, or in restructuring status. Additionally, eight school divisions in Virginia participated in the United States Department of Education (USDE) pilot for reversal of Public School Choice (PSC) and SES during the 2008-2009 school year. These divisions offered SES to eligible students attending schools in their first year of school improvement (i.e., have not made AYP for two consecutive years in the same subject area).

The primary purpose of this evaluation was to examine SES provider effectiveness through the analysis of SES student achievement outcomes and perceptions from key stakeholders in Virginia school divisions where these services were offered during the 2008-2009 school year. A secondary goal of this evaluation was to create a systematic process that allows the Virginia Department of Education (VDOE) to meet federal evaluation and monitoring requirements.

The research design consisted of two complementary studies. The first study investigated stakeholder perceptions of provider implementation and outcomes statewide, through surveys administered to SES providers, SES division coordinators, and parents of students receiving

SES. The second study examined the effectiveness of SES at the state level, individual SES provider level, and achievement differences between SES students attending pilot schools in the 2008-2009 year and other SES students who did not attend pilot schools. Descriptive statistics were provided for students with disabilities who, in Virginia, may participate in traditional SOL assessments or alternative assessments that cannot be aggregated using the methodology applied in this study.

The primary research questions for the stakeholder perceptions study were:

1. To what extent do divisions implement SES for eligible students?
2. What are providers', division coordinators', and parents' experiences with and reactions to SES interventions?
3. Are providers communicating regularly with division coordinators, teachers, and parents of students eligible for SES?
4. Are providers working with divisions and parents to develop instructional plans geared to student needs?
5. Are providers aligning their curriculum with local and state academic content and achievement standards?
6. Are providers offering services to special education and English Language Learner (ELL) students?
7. What are the stakeholders' overall assessments of provider performance?

The primary research questions for the effectiveness of SES study were:

1. What are the effects of SES provider services on student achievement in reading/language arts and mathematics?

2. How did students who received SES tutoring in the schools participating in the USDE pilot for reversal of SES and PSC perform relative to the other students attending schools that were not participating in the USDE pilot program?

Participating School Divisions and SES Providers

During the 2008-2009 academic school year, there were 4,879 SES students (5,405 provider contracts) who utilized SES tutoring services from 49 providers serving students in 62 schools in 32 divisions. A total of 32 divisions in Virginia were required to offer SES during the 2008-2009 school year. Within these divisions, a total of 63 schools offered SES to eligible students: 50 Title I schools that were required to offer SES (in year 2 or more of school improvement) and 13 Title I schools in year 1 of improvement that were granted a waiver to offer services as pilot schools. Parents of students in these schools were informed by the school of their child's eligibility for additional academic assistance provided through SES and were provided with a list of the authorized service providers from which they could choose. Statewide, 79 individual provider companies were authorized by the VDOE. Providers were authorized in one or more divisions and could thus offer services to students from multiple schools.

Participation in SES varied among divisions and corresponded with overall school division populations. Of those students participating in SES, Fairfax County Public Schools, with 22.8 percent of all participants accounted for the most SES participants and Louisa County Public Schools, with 2 percent of all SES participants accounted for the fewest number of SES participants. Twenty-eight providers offered 1,438 contracts in mathematics. Forty-five providers offered 3,967 contracts in reading/language arts. Among the 28 providers offering mathematics tutoring services, Bright Futures Learning Center had the largest percentage of contracts (13.4 percent), while CompassLearning, Inc., had the lowest percentage (0.1 percent). Of the 45 providers offering reading/language arts tutoring services, Bright Futures Learning

Center served the largest percentage of contracts (14.8 percent). Istation had the lowest percentage of contracts in reading/language arts (0.0 percent, based on one contract).

Table 1: Number and Percentage of Students with Priority for Services⁺ Participating in SES by School Division During the 2008-2009 School Year

Division Name	Number of Students with Priority for Services	Number of Students with Priority for Services Participating in SES	Percentage of Students with Priority for Services Participating in SES
Albemarle County Schools*	518	195	37.64
Alexandria City Schools*	1,196	402	33.61
Arlington County Schools	1,123	186	16.56
Charles City County Schools	106	21	19.81
Colonial Beach Town Schools	123	14	11.38
Craig County Schools	68	20	29.41
Culpeper County Schools	407	13	3.19
Essex County Schools	424	64	15.09
Fairfax County Schools*	6,175	1,125	18.22
Fauquier County Schools*	394	152	38.58
Fluvanna County Schools	221	66	29.86
Franklin City Schools	387	57	14.73
Fredericksburg City Schools	911	27	2.96
Hampton City Schools*	1,874	390	20.81
Henrico County Schools*	2,552	105	4.11
King George County Schools	342	82	23.98
Lancaster County Schools	56	20	35.71
Louisa County Schools	334	11	3.29
Montgomery County Schools	702	14	1.99
Newport News City Schools	2,703	545	20.16
Northampton County Schools	496	71	14.31
Orange County Schools	301	35	11.63
Petersburg City Schools	1,697	179	10.55
Pittsylvania County Schools	1,786	25	1.40
Prince Edward County Schools	682	42	6.16
Richmond City Schools*	8,553	662	7.74
Roanoke City Schools	2,247	65	2.89
Stafford County Schools	538	45	8.36
Suffolk City Schools	1,141	124	10.87
Sussex County Schools	230	18	7.83
Warren County Schools	539	21	3.90
Williamsburg-James City County Schools*	426	135	31.69
Total	39,252	4,931	12.56

+ Low-income students receive priority for SES services. If funding is limited, the lowest achieving students from low-income families receive the highest priority for SES tutoring.

*Participant in USDE pilot program.

Note: The actual number of individual students is 4,879. There were 52 students who received services from different providers and/or schools; therefore, 52 students were counted twice.

Table 2: Number and Percentage of SES-Eligible Students Participating in SES by School Division During the 2008-2009 School Year

Division Name	Number of SES-Eligible Students Participating in SES**	Percentage of Total SES-Eligible Students Participating in SES
Albemarle County Schools*	195	3.95
Alexandria City Schools*	402	8.15
Arlington County Schools	186	3.77
Charles City County Schools	21	0.43
Colonial Beach Town Schools	14	0.28
Craig County Schools	20	0.41
Culpeper County Schools	13	0.26
Essex County Schools	64	1.30
Fairfax County Schools*	1,125	22.81
Fauquier County Schools*	152	3.08
Fluvanna County Schools	66	1.34
Franklin City Schools	57	1.16
Fredericksburg City Schools	27	0.55
Hampton City Schools*	390	7.91
Henrico County Schools*	105	2.13
King George County Schools	82	1.66
Lancaster County Schools	20	0.41
Louisa County Schools	11	0.22
Montgomery County Schools	14	0.28
Newport News City Schools	545	11.05
Northampton County Schools	71	1.44
Orange County Schools	35	0.71
Petersburg City Schools	179	3.63
Pittsylvania County Schools	25	0.51
Prince Edward County Schools	42	0.85
Richmond City Schools	662	13.43
Roanoke City Schools*	65	1.32
Stafford County Schools	45	0.91
Suffolk City Schools	124	2.51
Sussex County Schools	18	0.37
Warren County Schools	21	0.43
Williamsburg-James City County Schools*	135	2.74
Total	4,931	100.00

*Participant in USDE pilot program.

**Number of SES-eligible students includes students with priority for SES and students without priority for SES. Note: The actual number of individual students is 4,879. There were 52 students who received services from different providers and/or schools; therefore, 52 students were counted twice.

Table 3: Number of Student Contracts Delivered by SES Provider and Subject During the 2008-2009 School Year

Provider	Reading/language arts		Mathematics		Total	All SES Student Contracts
	Number	Percentage	Number	Percentage	Number	Percentage
A Plus Success, LLC dba KnowledgePoints (Abeyon)	42	1.06	25	1.74	67	1.24
A+ Ability Plus, Inc.	38	0.96	13	0.90	51	0.94
A+ Markem	227	5.72	119	8.28	346	6.4
Academics Plus, Inc.	225	5.67	133	9.25	358	6.62
Achieve Success Tutoring (by University Instructors)	178	4.49	112	7.79	290	5.37
Ace It! Tutoring in Lynchburg and Danville, VA	3	0.08	N/A	N/A	3	0.06
Aligned Interventions Educational Services	156	3.93	N/A	N/A	156	2.89
Alternatives Unlimited, Inc.	53	1.34	N/A	N/A	53	0.98
ATS Project Success (formerly ATS Educational)	57	1.44	34	2.36	91	1.68
Babbage Net Schools	12	0.30	3	0.21	15	0.28
Blessings for You Childcare and Learning Center	10	0.25	N/A	N/A	10	0.19
Bright Futures Learning Center	587	14.80	192	13.35	779	14.41
C2 Educational Systems, Inc.	43	1.08	25	1.74	68	1.26
Capitol Educational Support, Inc.	38	0.96	16	1.11	54	1
Charity Family Life, Inc.	26	0.66	N/A	N/A	26	0.48
Club Z! Inc.	391	9.86	177	12.31	568	10.51
CompassLearning, Inc.	N/A	N/A	1	0.07	1	0.02
Danville Arts and Humanities - The Art of Reading	2	0.05	N/A	N/A	2	0.04
Discovery Program, Inc.	6	0.15	N/A	N/A	6	0.11
Educate Online (formerly Catapult Online)	2	0.05	25	1.74	27	0.5
Educational Tutorial Services	14	0.35	N/A	N/A	14	0.26
Extended Learning Opportunities (ELO)	148	3.73	N/A	N/A	148	2.74
Fresh Wise, Inc. dba KnowledgePoints	140	3.53	74	5.15	214	3.96
Huntington Learning Centers, Inc.	387	9.76	79	5.49	466	8.62
In-Agape Family Life and Educational Center	8	0.20	N/A	N/A	8	0.15
International After School Program	N/A	N/A	2	0.14	2	0.04
istation	1	0.03	N/A	N/A	1	0.02
It Takes A Team Private Tutoring Services, LLC	24	0.60	N/A	N/A	24	0.44
Kumon North America, Inc.	15	0.38	14	0.97	29	0.54
Longwood Center for Communication, Literacy and Learning	2	0.05	N/A	N/A	2	0.04
MasterMind Prep Learning Solutions, Inc.	2	0.05	N/A	N/A	2	0.04
Millennium Education Music Project	52	1.31	N/A	N/A	52	0.96
NonPublic Educational Services, Inc. (NESI)	161	4.06	152	10.57	313	5.79
Porter Education and Communications, Inc. (PE&C)	128	3.23	31	2.16	159	2.94
Princeton Review, Inc.	8	0.20	13	0.90	21	0.39

Table 3: Number of Student Contracts Delivered by SES Provider and Subject During the 2008-2009 School Year (continued)

Provider	Reading/language arts		Mathematics		Total	All SES Student Contracts
	Number	Percentage	Number	Percentage	Number	Percentage
Professional Tutoring Services	12	0.30	18	1.25	30	0.56
Saturday Scholars, Inc.	61	1.54	N/A	N/A	61	1.13
Smart Stop Learning Center, Inc. (Peas & Carrots)	30	0.76	N/A	N/A	30	0.56
Stay on Top Tutoring Services, Inc.	30	0.76	2	0.14	32	0.59
StudyDog, Inc.	2	0.05	N/A	N/A	2	0.04
Sylvan Learning Center in Hampton	43	1.08	37	2.57	80	1.48
Sylvan Learning Center Richmond (formerly O'Dea Capital)	8	0.20	N/A	N/A	8	0.15
Sylvan Learning Centers Newport News-Yorktown/Williamsburg	125	3.15	N/A	N/A	125	2.31
The Enrichment Centers	154	3.88	N/A	N/A	154	2.85
The Learning Curve	N/A	N/A	31	2.16	31	0.57
Total Tutors, LLC	199	5.02	65	4.52	264	4.88
Trust Tutoring	17	0.43	8	0.56	25	0.46
Tsquared Tutors, LLC	N/A	N/A	11	0.76	11	0.2
TutorFind	100	2.52	26	1.81	126	2.33
Total	3,967	100.00	1,438	100.00	5,405	100.00

N/A indicates that no contracts existed for the subject area and provider.

Note: The total number of students (4,879) is less than the number of contracts (5,405) because students could receive multiple contracts from different providers and/or different subjects (reading/language arts and/or mathematics).

Study Design

Design and Participants

The current study consisted of two separate analyses. The first analysis was a descriptive study of the implementation of SES by school divisions and providers. The second analysis was a quantitative evaluation of student achievement to address the effectiveness of SES at the state level, individual SES provider level, as well as descriptive statistics on the proficiency levels of special education status students, and achievement differences between SES students attending pilot schools in the 2008-2009 year and other SES students who did not attend pilot schools.

Descriptive Analysis of SES Implementation

The descriptive portion of the study consisted of surveying the following groups of respondents: (a) SES providers; (b) SES division coordinators in participating SES divisions; and (c) parents of students receiving SES. The first two groups were surveyed using an online survey; while parents were surveyed using a paper instrument. Appendix A contains images of the provider, division coordinator, and parent surveys.

In the spring of 2009, SES provider representatives and SES division coordinators received individual e-mail notifications containing their unique login information and instructions for completing the online surveys. Providers were directed to complete an online survey concerning their company's involvement and satisfaction with SES in Virginia.

Division coordinators were instructed to complete a separate online survey for each provider currently providing services to students in their divisions. Each division coordinator survey was counted as a separate response. All respondent groups were given several weeks to complete the surveys near the end of the academic year. Open-ended comments were reviewed by the evaluators and individual names and phone numbers removed.

Near the end of the 2009 academic year, parents received a paper survey, presented in both English and Spanish, sent home to them by their child's school. Parent surveys with distribution and return instructions were shipped to each division with schools required to offer SES tutoring. Division coordinators then dispersed parent surveys to SES eligible schools for distribution by principals/site coordinators. Each parent survey was secured within an envelope that contained the survey, an introductory letter, and a list of all the SES providers authorized by the state. Parents were asked to identify the provider that had tutored his/her child and mark the provider's number on the survey. Parents were then asked to return the completed survey to the school sealed in the provided envelope. Surveys were collected during the last weeks of school. Once the collection period ended, the principals/site coordinators bundled the returned parent surveys and mailed them to CREP using postage-paid return envelopes. Comments on parent surveys were transcribed verbatim, and identifying names and phone numbers were removed. Spanish comments were translated into English as they were transcribed and annotated as such in the transcriptions.

Achievement Analysis of SES Effectiveness

To examine the Virginia SES program effect on student achievement in the 2008-2009 year, a matched program-control design at the student level, also known as pre-program/post-program matched samples comparison of nonequivalent groups, was employed. In this design, each SES student was paired with a comparable low-income "control" student who attended the same or a similar Title I division school in the 2008-2009 year, but did not receive SES tutoring. Four analyses of SES were conducted separately by subject area (mathematics and reading/language arts). The first analysis examined the statewide effectiveness of all providers combined. The second analysis examined individual SES provider effectiveness. The third

analysis examined the proficiency levels of students designated as special education who received SES tutoring. The fourth analysis examined the achievement differences between SES students attending pilot schools in the 2008-2009 year and other SES students who did not attend pilot schools.

To make the student matches as similar as possible, students were matched on grade level, prior achievement, and when possible, English Language Learner (ELL) status, ethnicity, gender, division, and school. Because Virginia does not have vertically scaled scores on the SOL assessments, meaning that scores from different years and grade levels are not equivalent in terms of interpretation, the evaluation team converted SOL scale scores to standardized scores (Z-scores) for all analyses in order to make scores from different years and grade levels comparable. This conversion is not a direct measure of student growth but rather provides a means to compare student outcomes for students receiving SES and a matched group of students who did not receive SES relative to the Virginia average for Title I schools¹ each year.

Only providers with ten students available to analyze who met the criteria for inclusion were included in the provider-level analysis in order to increase the reliability of findings and the ability to find significant differences between groups where such differences existed. However, all providers, even those with fewer than ten students available to analyze, were included in the state-level analysis. To control (or adjust the means) for influences on test scores other than SES participation an Analysis of Covariance (ANCOVA) statistical procedure was employed. Cohen's *d* effect sizes are also provided to quantify the magnitude of any differences in achievement between SES students and controls.

¹A positive Z-score indicates that the score is above the mean, while a negative Z-score indicates the given score is below the average. Otherwise, a Z-score of zero indicates that the given score is equal to the mean score.

In order to give a more fair and accurate evaluation of the impact of SES on achievement, students in the analyses detailed in this report had to meet the following criteria:

- Only students who took the SOL tests in both 2007-2008 and 2008-2009 were included. No scores from any alternative assessments, such as the Virginia Grade Level Alternative Program (VGLA), were included due to differences in the assessment methodology and scoring system.
- Only students in grades 4-8 in 2008-2009 were included because students needed two years of data (i.e., results from grades 3-7 in 2007-2008) for the statistical analysis.

For the state-level analyses that examined the impact on mathematics and reading/language arts test performance of all SES providers combined:

- Only students with at least 18 hours of attendance were included in the SES group.
- All providers were included (even those with fewer than ten students to analyze).
- No students designated as special education were included. Without access to detailed information from student records, a student classified as having a mild learning disability might be matched with a student classified as a severely disabled student, leading to false conclusions concerning the effectiveness of providers' services. In addition, the scale score ranges and content covered on the SOL and alternative assessment such as the Virginia Alternative Assessment Program (VAAP), Virginia Grade Level Alternative (VGLA), and Virginia Substitute Evaluation Program (VESP) are not comparable, making it inappropriate to include these alternative scores in the current statistical model.
- Students who changed schools were removed due to discontinuity in their school experience.

- Students who attended the same school but had different providers were included. For those students with multiple records, their hours of service were combined to see if they met the minimum of 18 hours.

For the provider level analyses, examining the impact of individual providers on students' mathematics and reading/language arts assessment outcomes:

- Only students with at least 18 hours of attendance were included.
- Providers with less than ten students to be analyzed were excluded due to lack of statistical power.
- No students designated as special education were included. Without access to detailed information from student records, a student classified as having a mild learning disability might be matched with a student classified as a severely disabled student, leading to false conclusions concerning the effectiveness of providers' services. In addition, as discussed in relation to students with disabilities, differences in the scale score ranges and content covered on the SOL and alternative assessments make it inappropriate to include these alternative assessments in the current statistical model.
- If a student was served by more than one provider in a subject, that student was not counted in any individual provider analysis due to confounding of services. It would not be possible to attribute to multiple providers the particular amount of influence they had on a student's test score(s).
- Students who changed schools were also removed due to a lack of continuity in their school experience.

For the analysis of proficiency levels for students designated as special education, examining student outcomes on mathematics and reading/language arts assessments of all SES providers combined:

- All students with greater than zero hours of attendance were included.
- All providers were included (even those with fewer than ten students to analyze).
- Students who changed schools were removed due to discontinuity in their school experience.

For the pilot analyses examining the impact of the pilot program student outcomes on mathematics and reading/language arts assessments:

- Only students with at least 18 hours of attendance were included.
- All providers were included (even those with fewer than ten students to analyze).
- Students who changed schools were removed due to discontinuity in their school experience.
- Students who attended the same school, but had different providers were included. For those students with multiple records, their hours of service were combined to see if they met the minimum of 18 hours.
- All SES students who were enrolled in a pilot school were included in the analyses.

When conducting the analyses, SOL results were examined separately by subject tutored. The final SES samples included 548 students in reading/language arts (35 percent of the original 1,560 students in the sample) and 303 students in mathematics (35 percent of the original 872 students in the sample) for state-level matching, and 489 students in reading/language arts (31

percent of the original 1,560 students in the sample) and 250 students (29 percent of the original 872 students in the sample) in mathematics for provider-level matching.

There were 167,349 records initially available for control students with 2007-2008 and 2008-2009 SOL test data from all Title I schools. The final control groups used for matching to SES students included 84,547 control students in reading/language arts and 86,480 control students in mathematics. About 12 percent of the initial pool of control students was excluded for being outside of grades 4-8. For both math and reading, about 11 percent of each group was missing scores for one of the testing years, and 14 percent were excluded for being indicated as special education students.

The final samples for the analyses of proficiency levels of students designated as special education included 369 students in reading/language arts and 197 students in mathematics who had 2008-2009 SOL proficiency levels available. Of the 369 students designated as special education with 2008-2009 SOL reading/language arts proficiency levels, 357 also had 2007-2008 SOL reading/language arts results available. One hundred and ninety-five of the 197 students designated as special education with 2008-2009 SOL mathematics proficiency levels also had 2007-2008 SOL mathematics proficiency levels available. There were 13 students (3.4 percent of the 382 total in reading) designated as special education who had zero hours of SES tutoring for reading/language arts in 2008-2009, and were not included. In addition, there were three students (1.5 percent of the 200 total in math) designated as special education who had zero hours of SES tutoring in math in 2008-2009, and were not included. Out of all 4,879 SES students, 925 (19 percent) were students designated as special education. Of the 494 special education status students in grades 4-8, one was deleted for attending two different schools. Two

additional students received services from two different providers. Their records were retained, leaving 495 provider contracts for 493 students.

The final pilot samples included 217 pilot students in reading/language arts and 122 in mathematics, while the final non-pilot samples included 328 nonpilot students in reading/language arts and 181 nonpilot students in mathematics. In the end, 194 pilot students in reading/language arts and 110 pilot students in mathematics were matched to nonpilot students.

Analysis of Covariance (ANCOVA) was used for the state-level, individual-level, and pilot school analyses to assess the impact of SES program attendance on 2008-2009 SOL standardized reading/language arts and/or mathematics scores (Z-scores) with students' prior year (2007-2008) standardized SOL score (Z-score) used as the covariate. ANCOVA statistically equates (adjusts the means of) the groups in 2008-2009 on the covariate, meaning that any differences in achievement in 2008-2009 can be evaluated as if the groups had similar achievement in 2007-2008. Consequently, any significant difference in 2008-2009 achievement between SES and control students could be more confidently attributed to SES program effects rather than to differences in prior achievement. It is important to note that the mean SOL achievement scores (Z-scores) for all SES groups in 2008-2009 were below average (Z-scores lower than zero), meaning that the analyses included lower performing students compared to the state student sample available.

Cohen's *d* effect sizes are also provided for the state-level, individual-level, and pilot school analyses as an indication of the magnitude of the difference in achievement between groups and was computed as the mean difference (SES – control) divided by the pooled standard deviation. Each effect size indicates the number of standard deviations by which the SES mean differs from the control group mean. A positive effect size would indicate a higher SES mean,

while a negative effect size would indicate a higher control group mean. Thus, an effect size of +0.50 would indicate a half of a standard deviation advantage for SES students' score – a highly substantial educational impact. According to commonly accepted benchmarks (Cohen, 1988), positive or negative effect sizes of 0.20 are thought small, those that are at plus or minus 0.50 are regarded as moderate, and those that are equal to or surpass 0.80 are considered large. More recently, statisticians have argued that an effect size should be interpreted in light of what is typically observed in the literature in similar studies. Therefore, using guidelines proposed by Vernez and Zimmer (2007), positive or negative effect sizes of 0.04 or less were classified as very small, between 0.05 and 0.10 were classified as small, between 0.11 and 0.24 were classified as moderate, and 0.25 and greater classified as large. This is also in keeping with guidelines from the What Works Clearinghouse, part of the research arm of the U.S. Department of Education, which considers an effect size of 0.25 as “substantively important” (U.S. Department of Education (2008)). However, given that SES tutoring is limited in total hours per year, lower effect sizes might be expected.

As two years of data (2007-2008 and 2008-2009) were used in the analyses, one-way Analysis of Variance (ANOVA) was conducted on baseline (2007-2008) test data for both reading/language arts and mathematics for the state-level, individual-level, and pilot school analyses to ensure the comparability of the SES and control groups on previous achievement.

Descriptive Analysis Results

Three survey instruments were used in the evaluation, one for each of the following stakeholder groups: (1) SES providers; (2) SES division coordinators in participating SES divisions; and (3) parents of students receiving SES. The surveys contained a common core set of questions for all groups (e.g., experiences with SES and providers) to facilitate triangulation of findings. In addition, surveys included some questions geared to specific groups (e.g., reactions to particular providers). For each survey item, the respondent chose from a range of three, four, or five point Likert-style responses (e.g., 3-point: 3=Frequently, Occasionally, 1=Not at all; 4-point: 4=Frequently, Occasionally, Not at all, 1=Don't Know; 5-point: 5=Strongly Agree, Agree, Disagree, Strongly Disagree, 1=Don't Know), with higher scores indicating a more positive perception of the provided services.

The provider survey collected data about the provider's activities, services, and stakeholder participation, together with multiple opportunities for targeted comments. For the division coordinator, one set of 14 close-ended questions was used to collect data about provider services and an overall assessment of the tutoring program. The parent survey was composed of ten Likert-style response questions addressing the provider's service and the SES information provided to parents by their school division. Each instrument included an "Additional Comments" section.

Division coordinators from 18 of 32 (56 percent) SES eligible divisions submitted at least one online survey about their experiences with and reactions to provider services. A total of 154 surveys were received from 18 division coordinators. Respondents were asked to complete a separate online survey for each provider serving students within the division, and thus multiple submissions were possible.

Unlike division coordinators, parents were asked to complete only one survey. Parents identified the tutoring company serving their child by selecting the company name from the list of statewide approved providers. A total of 2,520 surveys were distributed to SES eligible schools. Of those distributed, 830 (33 percent) were submitted by parents of tutored students in 48 of 63 SES eligible schools (76 percent).

Representatives from 40 of 77 (52 percent) statewide approved provider organizations completed an online survey about their experiences with SES in Virginia during the 2008-2009 school year. However, 21 of 77 (27 percent) provider organizations contacted VDOE and/or CREP to indicate that they did not provide services to any students during the 2008-2009 school year. While 40 provider surveys were submitted, overall, 61 of 77 (79 percent) SES providers participated in the 2008-2009 SES evaluation. The following section summarizes the questions and responses from respondent group surveys.

1. To what extent do divisions implement SES for eligible students?

- Nearly all responding providers were either highly satisfied or satisfied with division cooperation and involvement (97.5 percent: n=39/40).
- Responses from participating parents expressed mostly positive perceptions of division efforts to implement SES in their division. A vast majority of parent respondents noted that they were pleased with the way their school division helped them obtain SES for their child (94.6 percent strongly agree or agree: n=785/830). Most responses by parents either strongly agreed or agreed that they were given enough time to decide which tutoring company they wanted for their child (89.7 percent: n=745/830). Of the 830 parent submissions, 80.7 percent (strongly agree or agree: n=670/830) indicated that they were provided

information about their child's rights under the No Child Left Behind Act by their school division.

2. What are providers', division coordinators', and parents' experiences with and reactions to SES interventions?

- The majority of provider respondents were highly satisfied or satisfied with their perceived success at raising student achievement levels (95.0 percent: n=38/40).
- Most division coordinator responses strongly agreed or agreed that services offered by providers positively impacted student achievement (68.1 percent: n=105/154).
- The majority of parent respondents strongly agreed or agreed that SES tutoring helped their child's achievement (88.5 percent: n=735/830).

3. Are providers communicating regularly with division coordinators, teachers, and parents of students eligible for SES?

- Responding providers indicated that they communicated frequently or occasionally with teachers (90.0 percent: n=36/40) and parents (100.0 percent: n=40/40) regarding students' progress.
- The majority of division coordinator participants reported that provider communication occurred either frequently or occasionally (90.9 percent: n=140/154). Most division coordinator responses (81.2 percent: n=125/154) stated that provider-to-parent communication occurred either frequently or occasionally, while many responses indicated that providers communicated either frequently or occasionally with teachers (63.6 percent: n=98/154).
- Of the 830 parent respondents, 78.2 percent ('a lot' or 'sometimes': n=649/830) indicated that providers spoke with them about their child's progress throughout

the year. Three-quarters of parent responses stated that providers sent letters or notes home about their child's progress (75.6 percent 'a lot' or 'sometimes': n=628/830).

4. Are providers working with divisions and parents to develop instructional plans geared to student needs?

- Nearly all participating providers reported that they were able to adapt services to each school's curriculum either frequently or occasionally (97.5 percent: n=39/40). Ninety percent (n=36/40) of provider respondents noted that tutors either frequently or occasionally integrated tutoring services with classroom learning activities.
- Many responses from participating division coordinators indicated that providers collaborated with them to set goals for student growth either frequently or occasionally (68.2 percent: n=105/154). Over one half of division coordinator respondents either strongly agreed or agreed that providers adapted tutoring services to each school's curriculum (51.3 percent: n=79/154). Only 29.2 percent (n=45/154) of division coordinator respondents either strongly agreed or agreed that providers integrated tutoring services with classroom learning activities.
- Most parents who participated in the evaluation indicated that providers helped with subjects their child was studying in school (82.5 percent 'a lot' or 'sometimes': n=685/830).

5. Are providers aligning their curriculum with local and state academic content and achievement standards?

- All responding providers reported that they aligned their services and curriculum with local and state academic content and standards either frequently or occasionally (100.0 percent: n=40/40).
- Most division coordinators who participated in the evaluation strongly agreed or agreed that providers' services were aligned with state and local standards (77.9 percent: n=120/154). The majority of division coordinator submissions indicated that providers complied with applicable state and local laws (87.0 percent strongly agree or agree: n=134/154). Many responses strongly agreed or agreed that providers complied with federal NCLB laws (79.8 percent: n=123/154).

6. Are providers offering services to special education and English Language Learner (ELL) students?

- Most providers who participated in the evaluation reported that tutors administered services to special education students (80.0 percent: n=32/40) and ELL students (80.0 percent: n=32/40).
- Most division coordinator respondents either strongly agreed or agreed that providers offered services to special education (88.9 percent: n=137/154) and ELL students (76.0 percent: n=117/154).

7. What are the stakeholders' overall assessments of provider performance?

- Overall, division coordinator respondents indicated satisfaction with provider services (74.0 percent strongly agree or agree: n=114/154).

- The majority of parent respondents were very satisfied with the SES tutoring their child received (90.3 percent strongly agree or agree: n=749/830). Of the 830 parent responses, 88.8 percent (n=737/830) strongly agreed or agreed that they were pleased with the number of tutoring hours their child received.

Tables four through six on the following pages provide summaries of the survey responses from SES division coordinators, parents of students receiving SES, and SES providers. Table seven provides a statewide summary by SES provider of the percentage of division coordinator and parent respondents who strongly agreed or agreed with the following statement: “Overall, I am pleased with the services that my child received” for parents, and “Overall, I am satisfied with this provider’s services” for division coordinators.

Table 4: Aggregate SES Division Coordinator Survey Responses for School Year 2008-2009

*Total Respondents=18 SES Division Coordinators with 154 Survey Submissions**

How often did the provider...	Percentage				
	Frequently	Occasionally	Not at all		
Communicate with you during the school year?	54.5	36.4	9.1		
Collaborate with you to set goals for student growth?	24.0	44.2	31.2		
	Percentage				
	Frequently	Occasionally	Not at all	Don't Know	
Communicate with teachers during the year?	13.0	50.6	24.0	12.3	
Communicate with parents during the year?	31.8	49.4	2.6	16.2	
Meet the obligations for conducting tutoring sessions?	72.7	19.5	2.6	5.2	
The provider...	Percentage				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Adapted the tutoring services to each school's curriculum.	4.5	46.8	20.8	5.8	22.1
Integrated the tutoring services with classroom learning activities.	3.2	26.0	22.1	13.0	35.7
Aligned their services with state and local standards.	11.7	66.2	3.9	1.9	16.2
Offered services to students with disabilities.	14.9	74.0	0.6	0.6	9.7
Offered services to ELL students.	6.5	69.5	5.2	3.2	14.9
Complied with applicable federal NCLB laws.	12.3	67.5	9.1	2.6	7.8
Complied with applicable state and local (health, safety, civil rights) laws.	16.2	70.8	0.6	0.6	11.7
Overall provider assessment:	Percentage				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I believe the services offered by this provider positively impacted student achievement.	16.2	51.9	5.8	5.2	20.8
Overall, I am satisfied with this provider's services.	22.7	51.3	17.5	5.2	3.2

Note: Item percentages may not total 100 percent because of missing input from some respondents.

* Division SES coordinators were asked to complete one survey for each SES provider serving their division.

Table 5: Aggregate Parent Survey Responses for School Year 2008-2009

Total Respondents=830 Parent Surveys

How often did the tutoring company...	Percentage				
	A lot	Sometimes	Not at all		
Talk to you about your child's progress?	41.0	37.2	20.1		
Send letters or notes home about your child's progress?	38.4	37.2	22.4		
	Percentage				
	A lot	Sometimes	Not at all	Don't Know	
Help your child with subjects s/he is working on in school?	60.7	21.8	5.4	9.4	
Start and end the tutoring sessions on time?	71.4	11.9	1.7	11.7	
Indicate how much you agree or disagree with each of the following items about the tutoring company.	Percentage				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I am happy with the number of hours of free tutoring given to my child this year.	50.4	38.4	5.9	2.7	1.8
I believe that the free tutoring helped my child's achievement.	51.0	37.5	4.1	1.9	4.6
Overall, I am pleased with the services that my child received.	52.3	38.0	3.6	2.0	2.0
Indicate how much you agree or disagree with each of the following items about the school division.	Percentage				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I was given information about my child's rights under the No Child Left Behind law.	41.4	39.3	6.0	2.9	8.2
I was given enough time to decide which tutoring company I wanted for my child.	45.2	44.5	4.5	1.9	2.2
I am pleased with the way my school division helped me get free tutoring for my child.	61.1	33.5	2.2	1.2	1.0

Note: Item percentages may not total 100 percent because of missing input from some respondents.

Table 6: Aggregate SES Provider Survey Responses for School Year 2008-2009

Total Respondents=40 SES Provider Companies

Provider Perceptions and Activities	Percentage				
	Frequently	Occasionally	Not at all	Don't Know	
Tutors communicated with teachers regarding progress of their student(s).	22.5	67.5	7.5	2.5	
Tutors communicated with parents/guardians regarding their child's progress.	87.5	12.5	0.0	0.0	
Tutors adapted the supplemental services to each school's curriculum.	72.5	25.0	2.5	0.0	
Tutors integrated the tutoring services with classroom learning activities.	50.0	40.0	7.5	2.5	
Tutors showed their lesson plans or materials used for tutoring to the homeroom/subject teacher of each child they worked with.	10.0	55.0	30.0	5.0	
Tutors gave instruction to students with disabilities.	45.0	35.0	15.0	5.0	
Tutors gave instruction to students that were English Language Learners.	57.5	22.5	15.0	5.0	
Tutors aligned the supplemental services with the state academic content and achievement standards.	95.0	5.0	0.0	0.0	
Provider satisfaction with:	Percentage				
	Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied	Don't Know
Student attendance	27.5	57.5	10.0	5.0	0.0
Student attitudes (e.g., cooperation, motivation)	32.5	65.0	2.5	0.0	0.0
The ease of developing lessons aligned with the division or school curriculum	40.0	55.0	2.5	0.0	2.5
Parent cooperation/involvement	22.5	65.0	7.5	5.0	0.0
Teacher cooperation/involvement	30.0	45.0	10.0	2.5	12.5
Principal/Site coordinator cooperation/involvement	25.0	60.0	2.5	2.5	10.0
Division SES coordinator cooperation/involvement	62.5	35.0	0.0	0.0	2.5
State SES coordinator cooperation/involvement	32.5	50.0	0.0	0.0	17.5
Success at raising student achievement to desired levels	42.5	52.5	2.5	0.0	2.5

Note: Item percentages may not total 100 percent because of missing input from some respondents.

Table 7: Statewide SES Provider Overall Satisfaction for the 2008-2009 School Year

Overall, I am satisfied with this provider's services/pleased with the services that my child received.				
Provider	Division Coordinators		Parents	
	Number of Responses	Percentage Strongly Agree or Agree	Number of Responses	Percentage Strongly Agree or Agree
A+ Markem	4	100.0	25	96.0
A Plus Success d.b.a. KnowledgePoints (Abeyon)	3	0.0	9	100.0
Ability Plus, Inc.	3	66.7	8	75.0
Academics Plus, Inc.	8	75.0	63	90.5
Academy of Champions	N/A	N/A	N/A	N/A
Ace It! Tutoring in Lynchburg and Danville	N/A	N/A	N/A	N/A
Achieve3000	N/A	N/A	N/A	N/A
Achieve Success Tutoring (by University Instructors)	9	77.7	48	97.9
Advantage Point, Inc. A+ Advantage Point Learning	N/A	N/A	N/A	N/A
Aligned Interventions Educational Services	6	66.6	19	84.2
Alternatives Unlimited, Inc.	8	62.5	12	91.7
ATS Project Success(formerly ATS Educational Consulting Services)	7	85.7	18	88.9
Babbage Net Schools	2	50.0	N/A	N/A
Blessings for You Childcare and Learning Center	1	100.0	2	50.0
Bright Futures Learning Center	11	100.0	114	94.7
Capitol Educational Support, Inc.	7	28.6	6	83.4
Charity Family Life, Inc.	N/A	N/A	1	0.0
Club Z! Inc.	10	70.0	79	84.8
CompassLearning, Inc.	N/A	N/A	N/A	N/A
Cool Kids Learn, Inc.	N/A	N/A	N/A	N/A
Cornerstone Educational Solutions, Inc.	N/A	N/A	N/A	N/A
Cortez Management Corporation	N/A	N/A	N/A	N/A
C2 Educational Systems, Inc.	1	0.0	16	93.8
Danville Arts and Humanities-The Art of Reading	N/A	N/A	N/A	N/A
Destiny Achievers Tutorial Services, Inc.	N/A	N/A	N/A	N/A
Discovery Program, Inc.	1	100.0	1	100.0
Educate Online (formerly Catapult Online)	4	50.0	8	100.0
Educational Enterprises, Inc.	N/A	N/A	N/A	N/A
Educational Tutorial Services	2	100.0	3	66.7
Extended Learning Opportunities (ELO)	1	100.0	20	90.0
Failure Free Reading Instant Achievement Center	N/A	N/A	N/A	N/A
Fresh Wise, Inc. (Knowledge Points)	2	50.0	25	100.0
Future Leaders After-School Supplemental Educational Program	N/A	N/A	N/A	N/A
Grade Results/NABSE	N/A	N/A	1	100.0
Huntington Learning Centers, Inc.	9	88.9	76	85.5
In-Agape Family Life and Educational Center	1	100.0	1	100.0
International After School Program	1	0.0	1	100.0
Istation	N/A	N/A	N/A	N/A

**Table 7: Statewide SES Provider Overall Satisfaction for the 2008-2009 School Year
(continued)**

Overall, I am satisfied with this provider's services/pleased with the services that my child received.				
Provider	Division Coordinators		Parents	
	Number of Responses	Percentage Strongly Agree or Agree	Number of Responses	Percentage Strongly Agree or Agree
It Takes A Team Private Tutoring Services	4	100.0	8	100.0
Kaplan K12 Learning Services	N/A	N/A	N/A	N/A
Knowledge Learning Corporation dba Champions Online	N/A	N/A	N/A	N/A
Kumon North America, Inc.	1	100.0	3	100.0
Lighthouse Learning/Educational Consulting Initiative, LLC	N/A	N/A	N/A	N/A
Lindamood-Bell Learning Processes	N/A	N/A	N/A	N/A
Little Scientists of Metro Richmond	N/A	N/A	N/A	N/A
Longwood Center for Communication, Literacy and Learning	N/A	N/A	N/A	N/A
Mainstream Development Educational Group	N/A	N/A	N/A	N/A
Millenium Education Music Project	3	66.7	14	92.9
MyTutor24, a division of Coaxis Services, Inc.	N/A	N/A	N/A	N/A
Newton Learning: A Division of Edison Schools	N/A	N/A	N/A	N/A
Next Level Educational Programs, LLC	N/A	N/A	N/A	N/A
NonPublic Educational Services, Inc. (NESI)	2	100.0	17	88.2
One-to-One Virginia Academic Support Program	N/A	N/A	N/A	N/A
Park Place School	N/A	N/A	N/A	N/A
Porter Education and Communications, Inc.	6	66.7	22	90.9
PowerCommunicators	N/A	N/A	N/A	N/A
Princeton Review, The	1	0.0	5	80.0
Professional Tutoring Services	2	100.0	7	85.8
Reach for Tomorrow, Inc.	N/A	N/A	N/A	83.3
Saturday Scholars, Inc.	1	0.0	14	78.6
Scholastic Education/Services, LLC	N/A	N/A	N/A	N/A
Smart Stop Learning Center, Inc. (Peas & Carrots)	2	100.0	6	83.3
Standards of Excellence Children's Development Tutoring Program	N/A	N/A	N/A	N/A
Stay on Top Tutoring Services, Inc.	2	50.0	7	57.2
Sylvan Learning Center in Chesapeake	N/A	N/A	N/A	N/A
Sylvan Learning Center in Hampton	1	100.0	37	94.6
Sylvan Learning Center Portsmouth	N/A	N/A	N/A	N/A
Sylvan Learning Center Richmond (formerly O'Dea Capital)	1	100.0	2	100.0
Sylvan Learning Centers Newport News-Yorktown/Williamsburg	2	100.0	10	80.0
Sylvan Learning of Mt. Airy	N/A	N/A	N/A	N/A
The Enrichment Centers, Inc.	7	57.1	36	94.4
The Learning Curve, Inc.	2	100.0	17	100.0
Total Tutors, LLC	7	100.0	42	85.8
Tree of Knowledge Educational Services, Inc.	N/A	N/A	N/A	N/A
Trust Tutoring	2	100.0	N/A	N/A
Tsquared Tutors, LLC	N/A	N/A	N/A	N/A
TutorFind	7	71.4	27	88.9

N/A indicates no respondents completed a survey about this provider

*Did not provide services per communication between provider representatives and VDOE and/or CREP

Student Achievement Results

Findings

1. What are the effects of SES provider services on student achievement in reading/language arts and mathematics?

At the state level, while not statistically significant, the adjusted average 2008-2009 reading/language arts SOL Z-score of SES students receiving reading/language arts tutoring was slightly higher than that of controls, while the adjusted average 2008-2009 mathematics SOL Z-score of SES students receiving mathematics tutoring was lower than that of controls. The adjusted effect sizes in both reading/language arts (+0.01) and mathematics (-0.05) were small or very small.

At the provider level, while not statistically significant, the adjusted mean 2008-2009 reading/language arts SOL Z-scores of SES students receiving reading/language arts tutoring from ten providers were higher than control students, while eight providers had lower adjusted mean Z-scores compared to controls. In mathematics, the mean 2008-2009 adjusted SOL Z-scores of SES students receiving mathematics tutoring from seven providers were higher than control students, while five providers had lower adjusted mean Z-scores compared to controls. The lower performance for students receiving services in mathematics was statistically significant for two providers, Huntington Learning Centers, Inc. and NonPublic Educational Services, Inc. (NESI), with large adjusted effect sizes of -0.93 and -1.48 respectively. Adjusted effect sizes for these two providers were all large and ranged from -1.48 to +0.45 in mathematics and from -0.54 to +0.64 in reading/language arts.

Regarding the analysis of proficiency levels for special education students, without taking hours of attendance into account, across the 36 reading/language arts providers that provided

SES to the 369 students designated as special education, 69.1 percent of students were Proficient or Advanced in reading/language arts. There were 197 special education students who received mathematics tutoring and who had 2008-2009 SOL mathematics test scores. Without taking hours of attendance into account, across the 24 providers that provided SES to students designated as special education, 65 percent of students were Proficient or Advanced in Mathematics. Appendix B provides detailed information regarding mathematics and reading/language arts proficiency level results.

Table 8: Summary of SES Provider-Level Findings for the 2008-2009 School Year

<ul style="list-style-type: none"> • No SES reading/language arts provider was found to have a statistically significant impact on the students they served. • Two SES mathematics providers (Huntington Learning Centers, Inc. and NonPublic Educational Services, Inc.) had statistically significant negative effects on the students they served. 		
Provider	Number of SES Contracts in reading/language arts	Number of SES Contracts in Mathematics
A. Providers included in provider-level analysis		
A+ Markem	18	*
Academics Plus, Inc.	28	15
Achieve Success Tutoring (by University Instructors)	12	32
Aligned Interventions Educational Services	33	N/A
ATS Project Success	*	11
Bright Futures Learning Center	52	29
C2 Educational Systems, Inc.	*	11
Club Z! Inc.	27	44
Extended Learning Opportunities (ELO)	29	N/A
FreshWise, Inc. dba KnowledgePoints	17	27
Huntington Learning Centers, Inc.	85	19
Millennium Education Music Project	14	N/A
NonPublic Educational Services, Inc. (NESI)	18	17
Porter Education and Communications, Inc. (PE&C)	37	N/A
Saturday Scholars, Inc.	15	N/A
Sylvan Learning Center in Hampton	10	13
Sylvan Learning Centers: Newport News-Yorktown/Williamsburg	19	N/A
The Enrichment Centers	11	N/A
The Learning Curve	N/A	10
Total Tutors, LLC	52	22
TutorFind	12	*
B. Providers not included in provider-level analysis**		
A Plus Success, LLC dba KnowledgePoints (Abeyon)	Kumon North America, Inc.	
Ability Plus, Inc.	MasterMind Prep Learning Solutions, Inc.	
Ace It! Tutoring in Lynchburg and Danville, VA	Princeton Review, Inc. (The)	
Alternatives Unlimited, Inc.	Professional Tutoring Services	
Blessings for You Childcare and Learning Center	Smart Stop Learning Center, Inc. (Peas & Carrots)	
Capitol Educational Support, Inc.	Stay on Top Tutoring Services, Inc.	
Charity Family Life, Inc.	Sylvan Learning Center Richmond (formerly O'Dea)	
Discovery Program, Inc.	Trust Tutoring	
In-Agape Family Life and Educational Center	Tsquared Tutors, LLC	
It Takes A Team Private Tutoring Services, LLC		

*Provider served too few students to report information (fewer than ten).

**Students served by these providers could not be analyzed because the number of students was too few to produce meaningful results after excluding students not in grades four through eight, special education status students, and students with less than eighteen hours of SES tutoring.

Note: Table reflects the actual number of contracts analyzed for provider.

2. How did students who received SES tutoring in the schools participating in the USDE pilot for reversal of SES and PSC perform relative to the other students attending schools that were not participating in the USDE pilot program?

For the pilot school analysis, while not statistically significant, the adjusted average 2008-2009 reading/language arts SOL Z-score of students in pilot schools receiving reading/language arts tutoring was higher (closer to zero) than that of students from nonpilot schools, and the adjusted average 2008-2009 mathematics SOL Z-score of students in pilot schools receiving mathematics tutoring was also higher (closer to zero) than that of students in nonpilot schools. The adjusted effect size in reading/language arts (0.014) was very small, while the adjusted effect size in mathematics was moderate (0.218). Overall, the statistical analysis showed no basis for concluding that the effects of SES tutoring on student achievement differed for students attending the schools that participated in the pilot program. Appendix A contains student achievement study tables for the state-level, provider-level, and school analyses.

Conclusions

During the 2008-2009 school year, SES providers serving students in Virginia received mostly positive reactions from division coordinators and parents who responded to survey questionnaires. Responding parents were predominantly pleased with the tutoring services their child received, and the majority of parent respondents were highly satisfied with division and school personnel support. Division coordinator respondents were generally positive regarding provider services overall. Provider responses were primarily favorable concerning their experiences with SES in Virginia during the 2008-2009 school year.

To gauge provider effects on achievement levels, reading/language arts and mathematics SOL z-scores of students who received SES tutoring were analyzed at two levels: state (all providers combined) and individual provider. A third analysis was conducted to compare the performance of SES students who attended schools in divisions that participated in the USDE's pilot for reversal of SES and PSC with SES students who did not attend schools participating in the pilot program. A descriptive (nonevaluative) analysis was conducted at the state level for students identified as receiving special education services and examined the effect of SES on the percentage of students scoring Proficient or Advanced on the 2008-2009 SOL reading/language arts and mathematics tests. At the provider level, no SES provider had a statistically significant impact on the students they served in reading/language arts. However, students receiving services from two mathematics providers, Huntington Learning Centers, Inc. and NonPublic Educational Services, Inc. (NESI), showed statistically significant lower adjusted Z-scores compared to the control group with large adjusted effect sizes. There were no significant differences between SES students and control group students at the state level in either reading/language arts or mathematics. Also, there was not a statistically significant difference

found between student outcomes in schools participated in the school choice reversal pilot program and those in schools not participating in the pilot. The majority of students designated as receiving special education services who received SES tutoring scored Proficient or Advanced on 2008-2009 SOL reading/language arts and mathematics tests.

These results should be interpreted with caution; small sample sizes, which reduces the ability (power) to detect statistical significance and the reliability of outcomes in general, was a limiting factor for many providers. In addition, the limited sample sizes used in the inferential analyses make it difficult to generalize the results to the total population of students who participated in SES as the students who were actually included may not be representative of all students who received services. A more pervasive and substantive issue is the degree to which state assessments have adequate sensitivity to detect the contribution of a limited number of hours of tutoring during an entire school year.

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- Vernez, G. & Zimmer, R. (2007). *Interpreting the effects of Title I supplemental educational services*. Retrieved March 29, 2010 from <http://www2.ed.gov/rschstat/eval/choice/implementation/achievementanalysis-sizes.pdf>

Appendix A: SES Surveys

Virginia SES Provider Questionnaire

Please complete one survey about your experience offering Supplemental Educational Services across divisions in 2008-2009.

I. Supplemental Educational Services Provider Information

Provider Name:	<input type="text"/>	E-Mail:	<input type="text"/>
Contact Person:	<input type="text"/>	Divisions Served: (mark all that apply)	<input type="text"/>

Please describe the following aspects of your services.

1. Program duration

- 1-10 weeks
- 11-20 weeks
- 21-30 weeks
- 31-40 weeks

2. Average sessions attended by students each week

- 1
- 2
- 3
- 4

3. Length of the average tutoring session

- 0.5 - 1.0 hour
- 1.5 - 2.0 hours
- 2.5 - 3.0 hours
- Other _____

4. Setting (mark all that apply)

- School building
- Provider's location
- Student homes
- Community location (not the provider's building)

5. Format (mark all that apply)

- Individual
- Small group (2-5 students per tutor)
- Large group (6-10 students per tutor)
- Other _____

6. Is transportation provided to students?
(mark all that apply)

- Yes, division/school transports students
- Yes, provider transports students
- No, parents are responsible for transportation
- Other _____

7. Qualifications of tutors (mark all that apply)

- Tutors are certified teachers
- Tutors have bachelor's degrees
- Tutors have had training
- No set qualifications
- Other _____

8. Instructional activities (mark all that apply)

- One-to-one tutoring (in person)
- Computer-based tutoring
- Direct instruction
- Independent seatwork
- Other _____

Virginia SES Provider Questionnaire (continued)

II. Provider Perceptions and Activities (Indicate your response to each of the following items as they apply to your staff.)	Frequently	Occasionally	Not at all	Not Applicable
1. Tutors communicated with teachers regarding progress of their student(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Tutors communicated with parents/guardians regarding their child's progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Tutors showed their lesson plans or materials used for tutoring to the homeroom/ subject teacher of each child they worked with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The provider aligned the supplemental services with the state academic content and achievement standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The provider integrated the tutoring services with classroom learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The provider adapted the supplemental services to each school's curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The provider offered instruction to students with disabilities and English Language Learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your perceptions and experiences, rate the degree of satisfaction with each of the following areas.	Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied	Don't Know
8. Parent cooperation/involvement	<input type="radio"/>				
9. Student attendance	<input type="radio"/>				
10. Student attitudes (e.g., cooperation, motivation)	<input type="radio"/>				
11. The ease of developing lessons aligned with the division or school curriculum.	<input type="radio"/>				
12. Teacher cooperation/involvement	<input type="radio"/>				
13. Principal/Site Coordinator cooperation/involvement	<input type="radio"/>				
14. Division Coordinator cooperation/involvement	<input type="radio"/>				
15. State SES Coordinator cooperation/involvement	<input type="radio"/>				
16. Success at raising student achievement to desired levels	<input type="radio"/>				

Virginia SES Provider Questionnaire (continued)

Overall Impressions

17. What was the most positive outcome or aspect of your work this year?

18. What was the most negative aspect or area in need of improvement regarding your work this year?

19. Additional Comments/Recommendations

Commonwealth of Virginia Supplemental Educational Services Division Coordinator Questionnaire

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DIRECTIONS

USE NO. 2 PENCIL ONLY

MAKE DARK MARKS

EX

ERASE COMPLETELY TO CHANGE

Provider Name:

Division Name:

Name of Person Completing this Survey: Title of Person Completing this Survey:

State (SEA) Assessment	<p>1. The state facilitated SES in the following ways: (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developed objective criteria for approving potential providers. <input type="checkbox"/> Maintained a list of approved providers. <input type="checkbox"/> Organized or supported provider and LEA meetings. <input type="checkbox"/> Monitored the quality and effectiveness of provider services. <input type="checkbox"/> Developed methods for withdrawing approval from providers. <input type="checkbox"/> Other _____ 	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div>
2. Overall, I am satisfied with the way my SEA helped our division implement Supplemental Educational Services.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Frequently</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Occasionally</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Not at all</div>

Indicate your response to each of the following items.

How often did the provider...

3. Communicate with you during the school year?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Frequently</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Occasionally</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Not at all</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>
4. Collaborate with you to set goals for student growth?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Frequently</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Occasionally</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Not at all</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>
5. Communicate with teachers during the year?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>
6. Communicate with parents during the year?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>
7. Meet the obligations for conducting tutoring sessions?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>

The provider...

8. Adapted the tutoring services to each school's curriculum.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>
9. Integrated the tutoring services with classroom learning activities.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>
10. Aligned their services with state and local standards.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>
11. Offered services to Special Education and ELL students.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>
12. Complied with applicable federal NCLB laws.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>
13. Complied with state and local (health, safety, civil rights) laws.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>

Overall provider assessment:

14. I believe the services offered by this provider positively impacted student achievement.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>
15. Overall, I am satisfied with the services of this provider.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Agree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Strongly Disagree</div> <div style="background-color: black; color: white; padding: 2px; font-size: x-small;">Don't know</div>

Additional comments:

**Commonwealth of Virginia
Supplemental Educational Services (Free Tutoring) Parent Questionnaire**

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Instructions: Your child is receiving free tutoring. Please fill in the name of your child's tutoring company, division, and school.
A list of tutoring company names, division names and codes are enclosed.

DIRECTIONS
USE NO PENCILS ONLY
MAKE DARK MARKS
EX.
ERASE COMPLETELY TO CHANGE

Tutoring Company Name:
(Please, fill in the company code to the right)

Division Name:
(Please, fill in the division code to the right.)

School Name:

Company code	Division code	Example: 36
<input type="radio"/> 0 <input type="radio"/> 0	<input type="radio"/> 0 <input type="radio"/> 0	<input type="radio"/> 0 <input type="radio"/> 0
<input type="radio"/> 1 <input type="radio"/> 1	<input type="radio"/> 1 <input type="radio"/> 1	<input type="radio"/> 1 <input type="radio"/> 1
<input type="radio"/> 2 <input type="radio"/> 2	<input type="radio"/> 2 <input type="radio"/> 2	<input type="radio"/> 2 <input type="radio"/> 2
<input type="radio"/> 3 <input type="radio"/> 3	<input type="radio"/> 3 <input type="radio"/> 3	<input checked="" type="radio"/> 3 <input type="radio"/> 3
<input type="radio"/> 4 <input type="radio"/> 4	<input type="radio"/> 4 <input type="radio"/> 4	<input type="radio"/> 4 <input type="radio"/> 4
<input type="radio"/> 5 <input type="radio"/> 5	<input type="radio"/> 5 <input type="radio"/> 5	<input type="radio"/> 5 <input type="radio"/> 5
<input type="radio"/> 6 <input type="radio"/> 6	<input type="radio"/> 6 <input type="radio"/> 6	<input type="radio"/> 6 <input checked="" type="radio"/> 6
<input type="radio"/> 7 <input type="radio"/> 7	<input type="radio"/> 7 <input type="radio"/> 7	<input type="radio"/> 7 <input type="radio"/> 7
<input type="radio"/> 8 <input type="radio"/> 8	<input type="radio"/> 8 <input type="radio"/> 8	<input type="radio"/> 8 <input type="radio"/> 8
<input type="radio"/> 9 <input type="radio"/> 9	<input type="radio"/> 9 <input type="radio"/> 9	

Indicate your response to each of the following items.

How often did the tutoring company...

1. Talk to you about your child's progress? A lot Sometimes Not at all

2. Send letters or notes home about your child's progress? A lot Sometimes Not at all Don't know

3. Help your child with subjects s/he is working on in school? A lot Sometimes Not at all Don't know

4. Start and end the tutoring sessions on time? A lot Sometimes Not at all Don't know

Indicate how much you agree or disagree with each of the following items about the tutoring company.

5. I am happy with the number of hours of free tutoring given to my child this year. Strongly Agree Agree Disagree Strongly Disagree Don't know

6. I believe that the free tutoring helped my child's achievement. Strongly Agree Agree Disagree Strongly Disagree Don't know

7. Overall, I am pleased with the services that my child received. Strongly Agree Agree Disagree Strongly Disagree Don't know

Indicate how much you agree or disagree with each of the following items about the school division.

8. I was given information about my child's rights under the No Child Left Behind law. Strongly Agree Agree Disagree Strongly Disagree Don't know

9. I was given enough time to decide which tutoring company I wanted for my child. Strongly Agree Agree Disagree Strongly Disagree Don't know

10. I am pleased with the way my school division helped me get free tutoring for my child. Strongly Agree Agree Disagree Strongly Disagree Don't know

Comments:

Do not fold this questionnaire!

Do not fold this questionnaire!

La Mancomunidad de Virginia
Cuestionario Para Padres de Familia en Respecto a los Servicios Educativos Suplementarios
(Tutoría Gratuita)

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Instrucciones: Su hijo/a esta recibiendo tutoría gratuita. Por favor indique cual compañía provee los servicios de tutoría, el distrito escolar, y la escuela a la cual atiende su hijo/a. Una lista de las compañías de tutoría, divisiones escolares, y códigos esta incluida.

INSTRUCCIONES
 Marque respuestas fuertemente.
 Para hacer cambios, borrar su respuesta completamente.

Nombre de la compañía que provee servicios de tutoría:	<input type="text"/>	Código de la compañía	<input type="text"/>	Código de la división escolar	<input type="text"/>	Ejemplo: 36
	(Favor de marcar el código de la compañía a la derecha)	<input type="checkbox"/> 0 <input type="checkbox"/> 0				
		<input type="checkbox"/> 1 <input type="checkbox"/> 1				
Nombre de la división escolar:	<input type="text"/>	<input type="checkbox"/> 2 <input type="checkbox"/> 2				
	(Favor de marcar el código de la división escolar a la derecha)	<input type="checkbox"/> 3 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 3			
		<input type="checkbox"/> 4 <input type="checkbox"/> 4				
		<input type="checkbox"/> 5 <input type="checkbox"/> 5				
Nombre de la escuela:	<input type="text"/>	<input type="checkbox"/> 6 <input type="checkbox"/> 6				
		<input type="checkbox"/> 7 <input type="checkbox"/> 7				
		<input type="checkbox"/> 8 <input type="checkbox"/> 8				
		<input type="checkbox"/> 9 <input type="checkbox"/> 9				

Muy seguido/frecuentemente
De vez en cuando
Nunca

Por favor responda a cada una de las siguientes preguntas.

¿Qué tan seguido...?

1. ¿Se comunicaba la compañía de tutoría acerca del progreso académico de su hijo/a? 1 2 3
2. ¿Se comunicaba la compañía que provee tutoría por escrito a su domicilio acerca del progreso de su hijo/a? 1 2 3
3. ¿Ayudaba la compañía de tutoría a su hijo/a con la materia escolar que esta aprendiendo diariamente en la escuela? 1 2 3 4
4. ¿Comenzaban y terminaban a tiempo las sesiones de tutoría? 1 2 3 4

Muy seguido/frecuentemente
De vez en cuando
Nunca
No estoy segura

Indique su nivel de acuerdo o desacuerdo con cada una de las siguientes declaraciones referente a la compañía de tutoría:

5. Estoy satisfecho/a con la cantidad de sesiones de tutoría gratuita recibidas por mi hijo/a este año. 1 2 3 4 5
6. Creo que las sesiones de tutoría gratuita mejoraron los logros académicos de mi hijo/a. 1 2 3 4 5
7. En general, estoy satisfecho/a con los servicios recibidos por mi hijo/a. 1 2 3 4 5

Completamente de acuerdo
De acuerdo
En desacuerdo
Completamente en desacuerdo
No estoy segura

Indique su nivel de acuerdo o desacuerdo con cada una de las siguientes declaraciones referente a la división escolar:

8. Recibí información de los derechos estudiantiles autorizados por la nueva ley educativa que ofrece apoyo a todos los estudiantes, conocida como "No Child Left Behind." 1 2 3 4 5
9. Recibí el tiempo necesario para elegir la que compañía de tutoría de mi hijo/a. 1 2 3 4 5
10. Estoy satisfecho/a con el modo de asistencia proveído por la división escolar para obtener tutoría gratuita para mi hijo/a. 1 2 3 4 5

Completamente de acuerdo
De acuerdo
En desacuerdo
Completamente en desacuerdo
No estoy segura

Comentarios:

Appendix B: Student Achievement Analysis Tables

**Table B1: SES Program Effect at the Provider-Level: Matched Pairs Prior Year
(2007-2008) Standard Score Means, Standard Deviations, and Effect Sizes***

Provider	Group	Reading/language arts			Mathematics		
		Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
A+ Markem	SES Students	18	-0.960	0.874	NA	NA	NA
	Control students	18	-0.962	0.875	NA	NA	NA
	Effect Size	$d=0.002$			NA		
	One-way ANOVA	$MSE=0.765; F=0.00; p=.996$			NA		
Academics Plus, Inc.	SES Students	28	-1.453	0.528	15	-0.663	0.750
	Control students	28	-1.453	0.526	15	-0.669	0.747
	Effect Size	$d=0.002$			$d=0.004$		
	One-way ANOVA	$MSE=0.278; F=0.00; p=0.997$			$MSE=0.561; F=0.00; p=0.981$		
Achieve Success Tutoring (by University Instructors)	SES Students	12	-0.430	0.658	32	-0.780	0.884
	Control students	12	-0.430	0.658	32	-0.776	0.884
	Effect Size	$d=0.000$			$d=-0.004$		
	One-way ANOVA	$MSE=0.432; F=0.00; p=1.000$			$MSE=0.781; F=0.00; p=0.988$		
Aligned Interventions Educational Services	SES Students	33	-0.629	0.902	NA	NA	NA
	Control students	33	-0.627	0.900	NA	NA	NA
	Effect Size	$d=-0.002$			NA		
	One-way ANOVA	$MSE=0.811; F=0.00; p=0.994$			NA		
ATS Project Success (formerly ATS Educational)	SES Students	NA	NA	NA	11	-0.545	0.946
	Control students	NA	NA	NA	11	-0.545	0.946
	Effect Size	NA			$d=0.000$		
	One-way ANOVA	NA			$MSE=0.896; F=0.00; p=1.000$		
Bright Futures Learning Center	SES Students	52	-0.877	0.914	29	-0.829	1.009
	Control students	52	-0.875	0.912	29	-0.830	1.007
	Effect Size	$d=-0.002$			$d=0.001$		
	One-way ANOVA	$MSE=0.834; F=0.00; p=0.994$			$MSE=1.016; F=0.00; p=0.997$		
C2 Educational Systems, Inc.	SES Students	NA	NA	NA	11	-0.894	1.154
	Control students	NA	NA	NA	11	-0.892	1.150
	Effect Size	NA			$d=-0.002$		
	One-way ANOVA	NA			$MSE=1.328 F=0.00; p=0.996$		
Club Z! Inc.	SES Students	27	-0.663	1.055	44	-0.797	0.826
	Control students	27	-0.662	1.055	44	-0.797	0.825
	Effect Size	$d=-0.001$			$d=0.000$		
	One-way ANOVA	$MSE=1.113; F=0.00; p=0.999$			$MSE=0.682; F=0.00; p=0.998$		
Extended Learning Opportunities (ELO)	SES Students	29	-1.096	0.718	NA	NA	NA
	Control students	29	-1.097	0.718	NA	NA	NA
	Effect Size	$d=0.001$			NA		
	One-way ANOVA	$MSE=0.516; F=0.00; p=0.998$			NA		

**Table B1: SES Program Effect at the Provider-Level: Matched Pairs Prior Year
(2007-2008) Standard Score Means, Standard Deviations, and Effect Sizes***

(continued)

Provider	Group	Reading/language arts			Mathematics		
		Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
Fresh Wise, Inc. dba KnowledgePoints	SES Students	17	-0.433	1.143	27	-0.784	0.829
	Control students	17	-0.435	1.145	27	-0.785	0.830
	Effect Size	$d=0.002$			$d=0.001$		
	One-way ANOVA	$MSE=1.309; F=0.00; p=0.996$			$MSE=0.687 F=0.00; p=0.997$		
Huntington Learning Centers, Inc.	SES Students	85	-0.849	0.904	19	-1.105	0.786
	Control students	85	-0.851	0.906	19	-1.105	0.786
	Effect Size	$d=0.002$			$d=0.000$		
	One-way ANOVA	$MSE=0.819; F=0.00; p=0.987$			$MSE=0.618; F=0.00; p=1.000$		
Millennium Education Music Project	SES Students	14	-0.514	0.846	NA	NA	NA
	Control students	14	-0.514	0.846	NA	NA	NA
	Effect Size	$d=0.000$			NA		
	One-way ANOVA	$MSE=0.715; F=0.00; p=1.000$			NA		
NonPublic Educational Services, Inc. (NESI)	SES Students	18	-0.896	0.914	17	-0.577	0.890
	Control students	18	-0.896	0.914	17	-0.580	0.891
	Effect Size	$d=0.000$			$d=0.004$		
	One-way ANOVA	$MSE=0.835; F=0.00; p=1.000$			$MSE=0.793; F=0.00; p=0.992$		
Porter Education and Communications, Inc. (PE&C)	SES Students	37	-0.911	0.788	NA	NA	NA
	Control students	37	-0.908	0.786	NA	NA	NA
	Effect Size	$d=-0.003$			NA		
	One-way ANOVA	$MSE=0.619; F=0.00; p=0.988$			NA		
Saturday Scholars, Inc.	SES Students	15	-1.353	0.939	NA	NA	NA
	Control students	15	-1.355	0.940	NA	NA	NA
	Effect Size	$d=0.002$			NA		
	One-way ANOVA	$MSE=0.883; F=0.00; p=0.996$			NA		
Sylvan Learning Center in Hampton	SES Students	10	-1.094	0.612	13	-1.357	0.753
	Control students	10	-1.091	0.609	13	-1.351	0.756
	Effect Size	$d=-0.005$			$d=-0.008$		
	One-way ANOVA	$MSE=0.373; F=0.00; p=0.992$			$MSE=0.569; F=0.00; p=0.985$		
Sylvan Learning Centers Newport News-Yorktown/Williamsburg	SES Students	19	-0.561	0.911	NA	NA	NA
	Control students	19	-0.560	0.910	NA	NA	NA
	Effect Size	$d=-0.001$			NA		
	One-way ANOVA	$MSE=0.829; F=0.00; p=0.998$			NA		
The Enrichment Centers	SES Students	11	-0.669	1.328	NA	NA	NA
	Control students	11	-0.668	1.328	NA	NA	NA
	Effect Size	$d=-0.001$			NA		
	One-way ANOVA	$MSE=1.763; F=0.00; p=0.998$			NA		

**Table B1: SES Program Effect at the Provider-Level: Matched Pairs Prior Year
(2007-2008) Standard Score Means, Standard Deviations, and Effect Sizes*
(continued)**

Provider	Group	reading/language arts			Mathematics		
		Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
The Learning Curve	SES Students	NA	NA	NA	10	-1.375	0.709
	Control students	NA	NA	NA	10	-1.376	0.711
	Effect Size	NA			d=0.002		
	One-way ANOVA	NA			MSE=0.504; F=0.00; p=0.997		
<hr/>							
Total Tutors, LLC	SES Students	52	-0.953	1.008	22	-0.817	0.857
	Control students	52	-0.953	1.008	22	-0.814	0.857
	Effect Size	d=0.000			d=-0.003		
	One-way ANOVA	MSE=1.016; F=0.00; p=0.999			MSE=0.734; F=0.00; p=0.992		
<hr/>							
TutorFind	SES Students	12	-0.375	0.849	NA	NA	NA
	Control students	12	-0.375	0.847	NA	NA	NA
	Effect Size	d=0.000			NA		
	One-way ANOVA	MSE=0.719; F=0.00; p=1.000			NA		

*Effect size was computed as the mean difference of achievement Z-scores divided by the pooled standard deviation, and indicated the number of standard deviations by which the SES and non-SES group means differed. Effect sizes exceeding +/-0.25 were considered meaningful and fairly strong.

Table B2: SES Program Effect at the Provider-Level: Matched Pairs Current Year (2008-2009) Standard Score Means, Standard Deviations, and Effect Sizes*

Provider	Group	reading/language arts				Mathematics			
		n	Mean	Standard Deviation	Adjusted Mean	n	Mean	Standard Deviation	Adjusted Mean
A+ Markem	SES Students	18	-0.528	1.094	-0.529	NA	NA	NA	NA
	Control students	18	-0.919	0.795	-0.918	NA	NA	NA	NA
	Effect Size	$d=0.41$				NA			
	Adj. Effect Size	$d=0.64$				NA			
	ANCOVA	MSE=0.372; F=3.661; $p=0.064$				NA			
Academics Plus, Inc.	SES Students	28	-1.009	0.669	-1.009	15	-0.593	0.872	-0.595
	Control students	28	-0.994	0.736	-0.994	15	-0.337	1.003	-0.334
	Effect Size	$d=-0.02$				$d=-0.27$			
	Adj. Effect Size	$d=-0.02$				$d=-0.34$			
	ANCOVA	MSE=0.393; F=0.008; $p=0.927$				MSE=0.594; F=0.861; $p=0.362$			
Achieve Success Tutoring (by University Instructors)	SES Students	12	-0.127	0.950	-0.127	32	-0.775	0.724	-0.774
	Control students	12	-0.382	0.418	-0.382	32	-0.688	0.945	-0.689
	Effect Size	$d=0.35$				$d=-0.10$			
	Adj. Effect Size	$d=0.36$				$d=-0.11$			
	ANCOVA	MSE=0.502; F=0.779; $p=0.387$				MSE=0.575; F=0.201; $p=0.656$			
Aligned Interventions Educational Services	SES Students	33	-0.461	0.977	-0.460	NA	NA	NA	NA
	Control students	33	-0.502	0.889	-0.503	NA	NA	NA	NA
	Effect Size	$d=0.04$				NA			
	Adj. Effect Size	$d=0.06$				NA			
	ANCOVA	MSE=0.513; F=0.059; $p=0.809$				NA			
ATS Project Success (formerly ATS Educational)	SES Students	NA	NA	NA	NA	11	-0.434	0.672	-0.434
	Control students	NA	NA	NA	NA	11	-0.601	0.637	-0.601
	Effect Size	NA				$d=0.26$			
	Adj. Effect Size	NA				$d=0.27$			
	ANCOVA	NA				MSE=0.379; F=0.405; $p=0.532$			
Bright Futures Learning Center	SES Students	52	-0.611	0.852	-0.611	29	-0.560	1.050	-0.560
	Control students	52	-0.630	0.977	-0.630	29	-0.604	1.019	-0.604
	Effect Size	$d=0.02$				$d=0.04$			
	Adj. Effect Size	$d=0.03$				$d=0.06$			
	ANCOVA	MSE=0.510; F=0.019; $p=0.891$				MSE=0.516; F=0.054; $p=0.818$			
C2 Educational Systems, Inc.	SES Students	NA	NA	NA	NA	11	-0.589	1.173	-0.588
	Control students	NA	NA	NA	NA	11	-0.847	1.082	-0.848
	Effect Size	NA				$d=0.23$			
	Adj. Effect Size	NA				$d=0.45$			
	ANCOVA	NA				MSE=0.339; F=1.089; $p=0.310$			
Club Z! Inc.	SES Students	27	-0.405	0.961	-0.405	44	-0.382	0.938	-0.381
	Control students	27	-0.541	0.933	-0.541	44	-0.450	1.031	-0.450
	Effect Size	$d=0.15$				$d=0.07$			
	Adj. Effect Size	$d=0.18$				$d=0.10$			
	ANCOVA	MSE=0.551; F=458; $p=0.501$				MSE=0.514; F=0.202; $p=0.654$			

**Table B2: SES Program Effect at the Provider-Level: Matched Pairs Current Year
(2008-2009) Standard Score Means, Standard Deviations, and Effect Sizes***

(continued)

Provider	Group	Reading/language arts				Mathematics			
		n	Mean	Standard Deviation	Adjusted Mean	n	Mean	Standard Deviation	Adjusted Mean
Extended Learning Opportunities (ELO)	SES Students	29	-0.765	0.966	-0.765	NA	NA	NA	NA
	Control students	29	-0.845	0.927	-0.845	NA	NA	NA	NA
	Effect Size	$d=0.08$				NA			
	Adj. Effect Size	$d=0.12$				NA			
	ANCOVA	MSE=0.478; F=0.193; $p=0.662$				NA			
Fresh Wise, Inc. dba KnowledgePoints	SES Students	17	-0.147	1.026	-0.148	27	-0.486	0.917	-0.486
	Control students	17	-0.596	1.197	-0.595	27	-0.628	0.775	-0.628
	Effect Size	$d=0.40$				$d=0.17$			
	Adj. Effect Size	$d=0.62$				$d=0.23$			
	ANCOVA	MSE=0.514; F=3.312; $p=0.078$				MSE=0.370; F=0.734; $p=0.396$			
Huntington Learning Centers, Inc.	SES Students	85	-0.757	0.843	-0.758	19	-1.073	0.816	-1.073
	Control students	85	-0.741	0.989	-0.740	19	-0.591	0.969	-0.591
	Effect Size	$d=-0.02$				$d=-0.54$			
	Adj. Effect Size	$d=-0.02$				$d=-0.93$			
	ANCOVA	MSE=0.603; F=0.022; $p=0.882$				MSE=0.266; F=8.323; $p=0.007^{**}$			
Millennium Education Music Project	SES Students	14	-0.729	1.007	-0.729	NA	NA	NA	NA
	Control students	14	-0.560	0.802	-0.560	NA	NA	NA	NA
	Effect Size	$d=-0.19$				NA			
	Adj. Effect Size	$d=-0.24$				NA			
	ANCOVA	MSE=0.516; F=0.389; $p=0.064$				NA			
NonPublic Educational Services, Inc. (NESI)	SES Students	18	-0.844	0.988	-0.844	17	-0.853	0.689	-0.854
	Control students	18	-0.944	0.874	-0.944	17	0.006	0.813	0.007
	Effect Size	$d=0.11$				$d=0.89$			
	Adj. Effect Size	$d=0.16$				$d=1.48$			
	ANCOVA	MSE=0.372; F=3.661; $p=0.539$				MSE=0.326; F=19.315; $p<0.001^{**}$			
Porter Education and Communications, Inc. (PE&C)	SES Students	37	-0.673	0.908	-0.672	NA	NA	NA	NA
	Control students	37	-0.612	0.869	-0.613	NA	NA	NA	NA
	Effect Size	$d=0.07$				NA			
	Adj. Effect Size	$d=0.08$				NA			
	ANCOVA	MSE=0.523; F=0.120; $p=0.730$				NA			
Saturday Scholars, Inc.	SES Students	15	-1.284	1.108	-1.285	NA	NA	NA	NA
	Control students	15	-1.432	0.903	-1.431	NA	NA	NA	NA
	Effect Size	$d=0.15$				NA			
	Adj. Effect Size	$d=0.23$				NA			
	ANCOVA	MSE=0.409; F=0.392; $p=0.537$				NA			

**Table B2: SES Program Effect at the Provider-Level: Matched Pairs Current Year
(2008-2009) Standard Score Means, Standard Deviations, and Effect Sizes*
(continued)**

Provider	Group	Reading/language arts				Mathematics			
		n	Mean	Standard Deviation	Adjusted Mean	n	Mean	Standard Deviation	Adjusted Mean
Sylvan Learning Center in Hampton	SES Students	10	-0.729	0.582	-0.728	13	-0.962	0.722	-0.961
	Control students	10	-0.615	0.873	-0.615	13	-1.297	1.191	-1.298
	Effect Size	$d=-0.15$				$d=-0.34$			
	Adj. Effect Size	$d=-0.17$				$d=-0.35$			
	ANCOVA	MSE=0.445; F=0.143; $p=0.710$				MSE=0.936; F=0.789; $p=0.384$			
Sylvan Learning Centers Newport News-Yorktown/Williamsburg	SES Students	19	-0.837	1.003	-0.837	NA	NA	NA	NA
	Control students	19	-0.405	0.731	-0.405	NA	NA	NA	NA
	Effect Size	$d=-0.49$				NA			
	Adj. Effect Size	$d=-0.54$				NA			
	ANCOVA	MSE=0.641; F=2.756; $p=0.106$				NA			
The Enrichment Centers	SES Students	11	-0.617	0.750	-0.617	NA	NA	NA	NA
	Control students	11	-0.293	1.317	-0.293	NA	NA	NA	NA
	Effect Size	$d=-0.30$				NA			
	Adj. Effect Size	$d=-0.32$				NA			
	ANCOVA	MSE=1.000; F=0.578; $p=0.456$				NA			
The Learning Curve	SES Students	NA	NA	NA	NA	10	-1.231	0.594	-1.231
	Control students	NA	NA	NA	NA	10	-0.894	0.520	-0.894
	Effect Size	NA				$d=-0.60$			
	Adj. Effect Size	NA				$d=-0.66$			
	ANCOVA	NA				MSE=0.259; F=2.190; $p=0.157$			
Total Tutors, LLC	SES Students	52	-0.681	0.943	-0.681	22	-0.794	0.930	-0.793
	Control students	52	-0.607	1.034	-0.607	22	-1.017	0.878	-1.019
	Effect Size	$d=-0.07$				$d=-0.25$			
	Adj. Effect Size	$d=-0.10$				$d=-0.44$			
	ANCOVA	MSE=0.513; F=0.275; $p=0.601$				MSE=0.259; F=2.161; $p=0.149$			
TutorFind	SES Students	12	-0.234	1.107	-0.234	NA	NA	NA	NA
	Control students	12	-0.349	1.106	-0.349	NA	NA	NA	NA
	Effect Size	$d=0.10$				NA			
	Adj. Effect Size	$d=0.13$				NA			
	ANCOVA	MSE=0.742; F=0.106; $p=0.748$				NA			

*Effect size was computed as the mean difference of achievement Z-scores divided by the pooled standard deviation, and indicated the number of standard deviations by which the SES and non-SES group means differed. Effect sizes exceeding +/-0.25 were considered meaningful and fairly strong.

**Statistically significant at $p < 0.05$.

Table B3: SES Program Effect at the State-Level: Matched Pairs Prior Year (2007-2008) Standard Score Means, Standard Deviations, and Effect Sizes

Group	Reading/language arts			Mathematics		
	Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
SES Students	548	-0.828	0.925	303	-0.800	0.865
Control students	548	-0.828	0.925	303	-0.800	0.865
Effect Size	<i>d</i>=0.000			<i>d</i>=0.000		
One-way ANOVA	<i>MSE</i> =0.855; <i>F</i> =0.00; <i>p</i> =0.999			<i>MSE</i> =0.748; <i>F</i> =0.00; <i>p</i> =0.999		

Table B4: SES Program Effect at the State-Level: Matched Pairs Current Year (2008-2009) Standard Score Means, Standard Deviations, and Effect Sizes

Group	Reading/language arts				Mathematics			
	Number	Mean	Standard Deviation	Adjusted Mean	Number	Mean	Standard Deviation	Adjusted Mean
SES Students	548	-0.635	0.926	-0.635	303	-0.615	0.905	-0.615
Control students	548	-0.644	0.950	-0.644	303	-0.577	0.957	-0.577
Effect Size	<i>d</i>=0.01				<i>d</i>=-0.04			
Adj. Effect Size	<i>d</i>=0.01				<i>d</i>=-0.05			

Table B5: Pilot School Effect: Matched Pairs Prior Year (2007-2008) Standard Score Means, Standard Deviations, and Effect Sizes

Group	Reading/language arts			Mathematics		
	Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
Pilot students	194	-0.809	0.818	110	-0.758	0.828
Nonpilot students	194	-0.812	0.816	110	-0.789	0.829
Effect Size	<i>d</i>=0.004			<i>d</i>=0.038		
One-way ANOVA	<i>MSE</i> =0.668; <i>F</i> =0.00; <i>p</i> =0.967			<i>MSE</i> =0.686; <i>F</i> =0.08; <i>p</i> =0.780		

Table B6: Pilot School Effect: Matched Pairs Current Year (2008-2009) Standard Score Means, Standard Deviations, and Effect Sizes

Group	Reading/language arts				Mathematics			
	Number	Mean	Standard Deviation	Adjusted Mean	Number	Mean	Standard Deviation	Adjusted Mean
Pilot students	194	-0.647	0.851	-0.648	110	-0.524	0.940	-0.536
Nonpilot students	194	-0.657	0.892	-0.656	110	-0.667	0.853	-0.655
Effect Size	<i>d</i>=0.01				<i>d</i>=0.16			
Adj. Effect Size	<i>d</i>=0.01				<i>d</i>=0.22			

Table B7: All Students by SOL Proficiency Level: Mathematics

Proficiency Level	Number				Percentage			
	SES Students		Control Students		SES Students		Control Students	
	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
Advanced	375	658	42,729	66,211	6.9	12.2	25.5	39.6
Proficient	934	1,438	48,004	67,307	17.3	26.6	28.7	40.2
Basic	829	910	19,039	22,459	15.4	16.8	11.4	13.4
Below Basic	184	201	3,052	3,773	3.4	3.7	1.8	2.3
Not Available	3,083	2,198	54,525	7,599	57.0	40.7	32.6	4.5
Total	5,030	4,747	124,620	101,138	100.0	100.0	100.0	100.0

Table B8: All Students by SOL Proficiency Level: Reading/language arts

Proficiency Level	Number				Percentage			
	SES Students		Control Students		SES Students		Control Students	
	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
Advanced	413	743	39,032	54,868	7.6	13.7	23.3	32.8
Proficient	1,012	1,563	53,030	80,544	18.7	28.9	31.7	48.1
Basic	715	721	17,318	19,874	13.2	13.4	10.4	11.9
Below Basic	129	153	2,853	3,577	2.4	2.8	1.7	2.1
Not Available	3,136	2,225	55,116	8,486	58.1	41.2	32.9	5.1
Total	5,405	5,405	167,349	167,349	100.0	100.0	100.0	100.0

Table B9: Sample for State-Level Analysis by Proficiency Level: Mathematics

Proficiency Level	Number				Percentage			
	SES Students		Control Students		SES Students		Control Students	
	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
Advanced	43	54	43	65	14.2	17.8	14.2	21.5
Proficient	127	143	127	146	41.9	47.2	41.9	48.2
Basic	118	96	118	77	38.9	31.7	38.9	25.3
Below Basic	15	10	15	15	5.0	3.3	5.0	5.0
Total	303	303	303	303	100.0	100.0	100.0	100.0

**Table B10: Sample for State-Level Analysis by Proficiency Level:
Reading/language arts**

Proficiency Level	Number				Percentage			
	SES Students		Control Students		SES Students		Control Students	
	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
Advanced	60	75	60	84	10.9	13.6	10.9	15.3
Proficient	243	315	243	307	44.3	57.5	44.3	56.0
Basic	215	139	214	128	39.3	25.4	39.1	23.4
Below Basic	30	19	31	29	5.5	3.5	5.7	5.3
Total	548	548	548	548	100.0	100.0	100.0	100.0

Table B11: Sample for Pilot Analysis by Proficiency Level: Mathematics

Proficiency Level	Number				Percentage			
	Pilot Students		Nonpilot Students		Pilot Students		Nonpilot Students	
	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
Advanced	16	25	15	15	14.5	22.7	13.6	13.7
Proficient	48	52	46	57	43.7	47.3	41.8	51.8
Basic	45	30	47	0	40.9	27.3	42.8	0.0
Below Basic	1	3	2	38	0.9	2.7	1.8	34.5
Total	110	110	110	110	100.0	100.0	100.0	100.0

Table B12: Sample for Pilot Analysis by Proficiency Level: Reading/language arts

Proficiency Level	Number				Percentage			
	Pilot Students		Nonpilot Students		Pilot Students		Nonpilot Students	
	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
Advanced	18	21	17	26	9.3	10.8	8.8	13.4
Proficient	95	124	96	112	49.0	63.9	49.5	57.7
Basic	74	45	74	47	38.1	23.2	38.1	24.3
Below Basic	7	4	7	9	3.6	2.1	3.6	4.6
Total	194	194	194	194	100.0	100.0	100.0	100.0

**Table B13: Sample for Special Education Analysis by Proficiency Level:
Mathematics**

Proficiency Level	Number		Percentage	
	SES Students		SES Students	
	2007-2008	2008-2009	2007-2008	2008-2009
Advanced	39	55	20.0	27.9
Proficient	61	73	31.3	37.1
Basic	73	56	37.4	28.4
Below Basic	22	13	11.3	6.6
Total	195	197	100.0	100.0

**Table B14: Sample for Special Education Analysis by Proficiency Level:
Reading/language arts**

Proficiency Level	Number		Percentage	
	SES Students		SES Students	
	2007-2008	2008-2009	2007-2008	2008-2009
Advanced	75	123	21.0	33.3
Proficient	125	132	35.0	35.8
Basic	121	82	33.9	22.2
Below Basic	36	32	10.1	8.7
Total	357	369	100.0	100.0

Board of Education Agenda Item

Item: _____ I. _____

Date: _____ July 22, 2010 _____

Topic: Report on the Study and Development of Model Teacher and Administrator Evaluation Systems

Presenter: Dr. James W. Lanham, Director of Teacher Licensure and School Leadership

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E-Mail Address: James.Lanham@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

In response to the *1999 Education Accountability and Quality Enhancement Act* (HB2710 and SB1145) approved by the Virginia General Assembly, the Board of Education approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in January 2000.

On May 21, 2008, the *Virginia Standards for the Professional Practice of Teachers* were approved by the Board of Education as a result of a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Virginia Board of Education and the State Council of Higher Education for Virginia. These standards were established as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers.

The Board of Education approved the document, *Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement*, on November 20, 2008. The development of this document, funded by a grant from the Wallace Foundation, was designed to strengthen standards and identify indicators for school leaders (assistant principals and principals) and

provide guidance to school divisions in recommending principals for the Principal of Distinction Administration and Supervision endorsement.

The Virginia Department of Education is undertaking a comprehensive study of teacher and administrator evaluation as a tool to improve student achievement and to provide models that may be used by school divisions to develop differentiated or performance-based compensation systems. The study will be conducted in two phases.

Summary of Major Elements

The Virginia Department of Education is forming a workgroup to conduct a comprehensive study of teacher and administrator evaluation. Phase I of the study is designed to provide revised guidance documents and new evaluation models for teachers that can be used in school divisions to improve student achievement by improving teacher performance, increasing teacher retention, and developing meaningful, targeted professional development. Results of teacher evaluations also can be used by school divisions to inform equitable distribution of teachers across school divisions as well as develop differentiated or performance-based compensation systems. The workgroup plans to target school divisions with high-poverty schools and persistently low-performing schools as initial pilot sites for revised evaluation models. Phase II of the study will be designed to provide revised guidance documents and new evaluation models that can be used for administrator evaluation as well as provide opportunities for selected school divisions to pilot the teacher evaluation models developed in Phase I.

The study and development of the model teacher evaluation system will include the following:

- Compile and synthesize current research on comprehensive teacher evaluation as a tool to improve student achievement and teacher performance, improve teacher retention, and inform meaningful staff development. Research also should include data on effective models of differentiated and performance-based compensation as well as differentiated staffing models.
- Examine selected research being conducted by faculty at Virginia colleges and universities involving teacher evaluation as well as differentiated and performance-based compensation.
- Examine existing state law, policies, and procedures relating to teacher evaluation.
- Examine selected teacher evaluation systems currently in use across Virginia.
- Develop and recommend policy revisions related to teacher evaluation as appropriate.
- Revise existing documents developed to support teacher evaluation across Virginia, including the *Guidelines for Uniform Performance Standards for Teachers, Administrators, and Superintendents* and the *Virginia Standards for the Professional Practice of Teachers* to reflect current research and embed the requirement to consider student growth as a significant factor of all teacher evaluation protocols.
- Examine the use of teacher evaluation to improve student achievement with particular focus on high-poverty and/or persistently low-performing schools in Virginia.

- Examine the use of teacher evaluation to improve teacher retention and guide meaningful professional development with particular focus on hard-to-staff schools as well as high-poverty and/or persistently low-performing schools in Virginia.
- Examine the use of teacher evaluation as a component of differentiated compensation or performance-based compensation both in Virginia and nationally.
- Develop new models of teacher evaluation, including a growth model, that can be field tested by selected school divisions.
- Provide technical support to selected school divisions as they field test new models.
- Evaluate field test results and use results to refine evaluation models, inform further policy development, inform legislative priorities, and support applications for federal or other grant funding to support further implementation of new evaluation models and performance-based compensation models across Virginia.

Proposed members of the workgroup will include teachers, principals, superintendents, a human resources representative, a higher education representative, and representatives from professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, Virginia Education Association, and Virginia School Boards Association), Department of Education personnel, and others.

The proposed timeline to complete Phase I of the project is from July 2010 through January 2011. A contractor will be engaged to conduct evaluation research, facilitate three workgroup meetings and communication (including interviews and surveys of stakeholders), supervise consultants, and develop a Web site to solicit comments from the public. A review of national research and best practices regarding teacher evaluation, as well as differentiated compensation and performance-based compensation models will be conducted. Current state policies regarding teacher evaluation and school division evaluation systems will be reviewed. The Board of Education approved guidance documents, *Guidelines for Uniform Performance Standards for Teachers, Administrators, and Superintendents* and the *Virginia Standards for the Professional Practice of Teachers*, will be reviewed and revised as deemed appropriate. Potential pilot sites for the evaluation models will be identified focusing on high-poverty schools and persistently low-performing schools in Virginia school divisions. Guidance documents and evaluation models are projected to be finalized in December 2011 and presented to the Board of Education in January and February 2011.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the report on the study and development of model teacher and administrator evaluation systems.

Impact on Resources:

The study and development of model teacher and administrative evaluation systems will be funded through federal funds.

Timetable for Further Review/Action:

Revised teacher evaluation documents and proposed models will be presented to the Board of Education in January and February 2011.

Board of Education Agenda Item

Item: J.

Date: July 22, 2010

Topic: Report on the Department of Education's Work Plan for the Establishment of Virtual School Programs (House Bill 1388 and Senate Bill 738)

Presenter: Mr. Lan W. Neugent, Assistant Superintendent for Technology, Career and Adult Education

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Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

The General Assembly passed House Bill 1388 and Senate Bill 738 authorizing the establishment of Virtual School Programs. The Superintendent of Public Instruction is charged with developing and implementing criteria and an application process for approving multidivisional online providers, a process for monitoring approved providers, a process for revocation of a previously approved online provider, and an appeals process for providers whose approval was revoked or application denied.

When these criteria and processes are developed, they will be presented to the Board of Education for approval. The Board also has responsibility for providing an annual report on progress of the initiative to the Governor and General Assembly in November of each year.

The Department of Education must also develop and maintain a Web site that provides constituencies with information concerning virtual programs offered through local school boards and the process and criteria for approving online providers. Model policies and procedures regarding student access to online offerings will be developed to assist school divisions with local implementation of this legislation.

Summary of Major Elements

This report provides an overview of the Superintendent's work plan to implement Establishment of Virtual School Programs legislation. Major elements include: project timeline, external-internal constituency input strategies, project planning, plan deliverable strategies, internal review of deliverables, communications and dissemination plan, final deliverables, implementation and ongoing review.

Superintendent's Recommendation:

N/A

Impact on Resources:

N/A

Timetable for Further Review/Action:

Board approval of criteria, application, monitoring, revocation and appeals processes will be sought prior to January 31, 2011.