

Virginia's Statewide System of Support
A Side by Side Comparison of the Requirements under the *No Child Left Behind Act of 2001* and Virginia's Approach to Implementation

<p style="text-align: center;">Statewide System of Support Requirements under the <i>No Child Left Behind Act of 2001</i>(NCLB)</p>	<p style="text-align: center;">Virginia's Approach to Meeting the Statewide System of Support Requirements under the <i>No Child Left Behind Act of 2001</i></p>
<p><u>Statewide System of Support</u></p> <ul style="list-style-type: none"> ▪ Under section 1117(a) of NCLB, states are required to establish a statewide system of intensive and sustained support and improvement for school divisions and schools receiving Title I funds in order to increase the opportunity for all students to meet the state's academic content standards and student academic achievement standards. ▪ In carrying out this system, a state must: <ol style="list-style-type: none"> 1) First, provide support and assistance to school divisions with schools in corrective action or beyond (Year 3, Year 4, and Year 5 of Title I School Improvement); 2) Second, provide support and assistance to other school divisions with schools identified as in Title I School Improvement, (Year 1 and Year 2 of Title I School Improvement); and 3) Third, provide support and assistance to other schools and school divisions receiving Title I funds that need support and assistance. 	<p>To satisfy both the federal requirements under the <i>No Child Left Behind Act of 2001</i> for a statewide system of support and the state requirements under the Regulations Establishing Standards for Accrediting Public Schools in Virginia, the division-level and school-level academic review processes have been established.</p> <p><u>Division-level Academic Reviews</u> The purpose of the division-level academic review is to ensure that school divisions are meeting federal and state academic achievement standards as measured by student performance on the Standards of Learning (SOL) assessments. The following criteria are used to determine if a school division receives a division level review: 1) the division's accountability status for student achievement; 2) the percentage of students attending schools that are not fully accredited in the division exceeds the statewide average; and 3) the schools academic review findings in the division report the failure of the division's schools to reach full accreditation is related to the school board's noncompliance with the Standards of Quality.</p> <p><u>School-Level Academic Reviews</u> The purpose of the school-level academic review is to ensure that schools are meeting federal and state academic achievement standards as measured by student performance on the Standards of Learning (SOL) assessments. School-level reviews are categorized into three tiers. The</p>

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	<p>following criteria determine if a school receives a state-directed tier 1 review: 1) a school has been warned in 2 or more content areas; or 2) the school is a Title I school warned in English or mathematics that did not meet the adequate yearly progress (AYP) requirements under NCLB. The following criteria determine if a school receives a locally assisted tier 2 review: 1) a Title 1 school warned in English or mathematics that did not meet the AYP requirements under NCLB; 2) a non-Title I school warned in English or mathematics that did not meet the AYP requirements under NCLB; or 3) any school warned in science or history social sciences with a pass rate more than 14 points lower than that required for full accreditation. The following criteria determine if a school receives a locally-directed tier III academic review: 1) a non-Title I school warned in English or mathematics that did not make the AYP requirements under NCLB; or 2) any school warned in science or history social sciences with a pass rate within 14 points of that required for full accreditation.</p> <p><u>Additional Resources for Virginia’s Statewide System of Support</u> A number of other interventions provide direct support to Title I schools in improvement. The following programs provide direct state assistance through additional funding, state specialists, coaches, technical assistance providers, and/or other team approaches to support school leaders and teachers as they move toward improvement within their schools.</p>

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	<p><i>Provided Specifically to Title I Schools</i> The following interventions provide support for programs, professional development, funding, support teams, and coaching specifically to Title I schools:</p> <ul style="list-style-type: none"> ▪ Comprehensive School Reform grants ▪ Reading First grants ▪ Partnership for Achieving Successful Schools (PASS) ▪ School Improvement Grants <p><i>Available to All Eligible Schools, including Title I Schools</i> The following interventions provide support for programs, professional development, funding, support teams, and/or coaching for all eligible schools, including Title I schools:</p> <ul style="list-style-type: none"> ▪ Algebra Readiness Initiative ▪ Early Intervention Reading Initiative ▪ Virginia Preschool Initiative ▪ Project Graduation ▪ High Schools that Work ▪ Training and Technical Assistance Service Centers (T/TAC) ▪ Virtual Advanced Placement School ▪ Mathematics and Science Partnerships ▪ Turnaround Specialist Program ▪ Virginia Middle School Teacher Corps ▪ Virginia’s Program for Teacher Incentives in Hard-to-Staff Schools

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<p><u>Approaches to Statewide System of Support</u> The statewide system of support must include the following approaches: 1) establish school support teams for assignment to, and working in, schools in the state as described above; 2) provide support as the state determines necessary and available to ensure the effectiveness of the team; 3) designate and use distinguished teachers and principals who are chosen from Title I schools and have been especially successful in improving academic achievement; and 4) devise additional approaches to providing assistance through institutions of higher education and educational service agencies or other local consortia, and private providers of scientifically based technical assistance.</p>	<p>The following approaches are included in Virginia to meet the requirements for the statewide system of support. School support teams are established to carry-out the division-level or school-level academic reviews. The division and/or school support team provides support based in the following areas: 1) implementation of curriculum aligned with the Virginia Standards of Learning content area standards and indicators; 2) use of time and scheduling practices that maximize instruction; 3) use of data to make instructional and planning decisions; 4) design of an ongoing, school-based program of professional development; 5) implementation of a school improvement plan addressing identified areas of weakness; 6) implementation of research-based instructional interventions for schools in English and mathematics; and 7) analysis of organizational systems and processes such as school culture, allocation of resources aligned to areas of need, use of learning environments that foster student achievement, and use of school improvement planning process that includes data analysis and input of faculty, parents, and community.</p> <p>Distinguished teachers and principals from Title I schools that have been especially successful in improving academic achievement are invited to serve as a member of the academic review team.</p> <p>Additionally, the state has many partnerships with institutions of higher education and educational service agencies that provide assistance to school divisions. One example of a partnership is the collaboration with the University of</p>

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	<p>Virginia for the Turnaround Specialist Program, a program that places principals in underperforming schools and provides support through a structured program to help turn around the performance of the school. Another example of a partnership is the collaboration of the department with Edvantia, an educational service agency, in providing an on-site consultant to one of the lowest performing school divisions in the state.</p>
<p><u>Composition of School Support Team</u> The school support team must be composed of persons knowledgeable about scientifically based research and practice on teaching and learning and about successful schoolwide projects, school reform, and improving educational opportunities for low-achieving students including: 1) highly qualified or distinguished teachers or principals; 2) pupil services personnel; 3) parents; 4) representatives of institutions of higher education; 5) representatives of regional educational laboratories or comprehensive regional technical assistance centers; 6) representatives of outside consultant groups; or 7) other individuals as the state, in consultation with local school divisions, may determine appropriate.</p>	<p>School support teams are structured in various ways for various purposes. The academic review support teams are comprised of retired superintendents, retired principals, retired federal program coordinators, retired content specialists, college or university instructors, Title I distinguished teachers and principals, and Virginia Department of Education content and program specialists. All members of the team receive training in best practices for improving educational opportunities for low-achieving students.</p> <p>Support teams for other programs previously mentioned may be staffed by contractual employees serving as coaches, mentors, or technical assistance providers; college or university programs as found in the Turnaround Specialist Program and the Mathematics and Science Partnerships; and Department of Education employees who serve as support specialists in strategic program areas such as reading or special education.</p>

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<p><u>Function of School Support Teams</u> Each school support team assigned to a school shall: 1) review and analyze all facets of the school’s operation, including the design and operation of the instructional program, and assist the school in developing recommendations for improving student performance in that school; 2) collaborate with parents and school staff and the local school division serving the school in the design, implementation and monitoring of a plan, that if fully implemented, can reasonably be expected to improve student performance and help the school meet its goals for improvement, including adequate yearly progress; 3) evaluate, at least semiannually, the effectiveness of school personnel assigned to the school, including identifying outstanding teachers and principals, and make findings and recommendations to the school, division, and where appropriate, the state; and 4) make additional recommendations as the school implements the plan to the school division and state concerning additional assistance.</p>	<p>The academic review team conducts an on-site review to identify and analyze instructional and organizational factors affecting student achievement. The focus of the review process is on the systems, processes, and practices that are being implemented at the school and division levels. During the on-site visit, the academic review team reviews school and division level information that have an effect on school performance. The information reviewed may include, but is not limited to: student-level academic performance data, attendance data, discipline data, teacher qualifications, parental involvement, curriculum alignment, use of materials, and professional development. At the completion of the review team’s visit, a report of findings is written and submitted to the division superintendent. This report of findings consists of recommendations to the school for improvement in all areas cited by the academic review team inclusive of effectiveness of school personnel. After the receipt of the report of findings, the academic review team follows up with the school to assist with developing a school improvement plan. Depending on the level of need of the school based, the academic review team may provide additional technical assistance in specific areas. The academic review consultants assist the school division in ensuring that parents and school staff are consulted in the development of the school improvement plan.</p>