SUPPLEMENT TO:

The Role of At-Risk Funding in Improving Achievement and Opportunity for All Virginia Students

PRESENTED TO

THE SENATE FINANCE COMMITTEE
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DR. BILLY K. CANNADAY, JR.
SUPERINTENDENT OF PUBLIC INSTRUCTION

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Summary of Direct Aid Funding Targeted to At-risk Students

Program Name	Funding Source	FY Funding Began	At-risk Indicator	Allocation Method	Local Match	FY 2007 Funding	FY 2008 Funding
Virginia Preschool Initiative	State Incentive	FY96	Free lunch eligibility	Formula allocation	Comp. Index	$46.2 million	$53.1 million
K-3 Class Size Reduction	State Incentive	FY95	Free lunch eligibility	Formula allocation	Comp. Index	$83.0 million	$84.6 million
Early Reading Intervention	State Incentive	FY98	PALS assessment data	Formula allocation	Comp. Index	$10.2 million	$14.3 million
SOQ Prevention, Intervention, and Remediation	State SOQ	FY81	Free lunch eligibility; SOL test scores	Formula allocation	Comp. Index	$61.5 million (incl. Lottery funds)	$61.5 million (incl. Lottery funds)
SOQ English as a Second Language	State SOQ	FY91	Limited English proficient	Formula allocation based on actual LEP count	Comp. Index	$30.5 million	$36.5 million
SOQ Remedial Summer School	State SOQ	FY89	SOL test scores; academic performance	Formula allocation based on actual students served	None	$24.0 million	$25.2 million
At-Risk Add-on	State Incentive	FY93	Free lunch eligibility	Formula allocation	Comp. Index	$63.0 million	$60.3 million
SOL Algebra Readiness	State Incentive	FY02	Free lunch eligibility	Formula allocation	Comp. Index	$8.2 million	$8.2 million
Alternative Education	State Incentive	FY94-FY97 start-ups; FY98 continuation	Certain violations, expulsion, L-T suspension, return from DJJ	Formula allocation	None	$6.2 million	$6.8 million
Project Graduation	State Incentive	FY05	Risk of not meeting diploma requirements	discretionary grants	None	$2.8 million	$2.8 million
Education for a Lifetime programs	State Incentive	FY05	Schools not meeting st./federal standards; Hard-to-staff schools	discretionary grants	Comp. Index (where applicable)	$4.3 million	$3.8 million
Federal Title I Program	Federal	1965	Student poverty	Formula allocation	Supplement-No Supplant	$208.0 million	$204.7 million

Virginia Preschool Initiative (FY 1996)

Program description and goals

- VPI is designed to establish a quality preschool education program for at-risk four-year-olds.
- Programs require education for four-year old children, family participation including family literacy programs, health services, social services, and transportation services to all participating children.
- VPI is provided to children free of charge for full or half days.

Policy and contextual factors

- Participation in VPI has increased from 76 localities in FY 2002 to 101 localities participating in FY 07.
- The number of children served has increased 71 percent from FY 02 to FY 07.
- The University of Virginia PALS office developed the PALS preK to measure young children's knowledge of important emergent literacy skills.
- Children who enter school with a background rich in language and literacy are more likely to become successful readers in primary grades.[1]
- The Department of Education established the Foundation Blocks for Early Learning in 2004, and expanded them in 2005 and 2007.[2]
- Localities evaluate students per provisions in the Appropriation Act.
- Localities report results of pre-literacy screening to the state.

Results

Percent of students who need literacy remediation in Kindergarten, based on PALS K screening.

	Fall 2004	Fall 2005	Fall 2006
Students attended public preK in Virginia in previous year*	16%	13%	13%
Students attended VPI classrooms previous year	NA**	13%	11%
All students participating in PALS testing in kindergarten year	20%	18%	17%

*These data include all children who have PALS preK scores in the preK year, and PALS K scores in the fall of the next year, when they are enrolled in kindergarten. Publicly funded PreK programs include VPI, Title I preK, Early Childhood Special Education, and Head Start, and include classrooms serving students with several funding sources.

**The PALS office did not have sufficient data to separate VPI students from students enrolled in other preK programs.

Percent of students who met or exceeded PALS PreK developmental ranges in the spring of preK year*

PreK year	Name Writing	Alphabet Recognition (Upper Case)	Beginning Sound Awareness	Print & Word Awareness	Rhyme	Nursery Rhyme Awareness
2004-2005	90%	80%	85%	80%	83%	84%
2005-2006	92%	86%	88%	83%	85%	90%

*PALS preK developmental ranges are expectations for the spring of the four-year-old year, and were established to provide educators with a general sense of where four-year-olds might be if they are on a typical path to literacy development that is associated with successful later reading. The PALS office developed these ranges in the Spring of 2004, and first applied them to statewide outcomes in the 2004-2005 school year.

[1] Ivernizzi, Geller, Peters, & Sargent-Beasley (2004).
[2] Literacy and mathematics standards were established in 2004; history and social science and science standards were established in 2005; physical and motor development, and personal and social development were added to the Foundation Blocks in 2007.

K-3 class size reduction (FY 1995)

Program description and goals

- State funding is provided to school divisions as an incentive to reduce class sizes in grades K-3 below the required SOQ standard of a 24:1 pupil-teacher ratio, with no class larger than 29, particularly in schools having high concentrations of at-risk students indicated by high free lunch eligibility.

Policy and contextual factors

- The program originally targeted schools with high and moderate concentrations of at-risk students.
- The 1998 General Assembly expanded the program to all eligible K-3 schools.
- In 1999, the General Assembly reduced the SOQ required ratio to 24 to 1 for grades K-3, eliminating one tier of the class-size reduction program; schools with free lunch eligibility rates of less than 16 percent were no longer eligible for funds.
- Evidence continues to accumulate to support the basis of this program—that small class sizes for three years in the early grades (beginning in kindergarten or grade one) provide advantages for students that continue into upper elementary grades, (e.g., Finn et al., 2005; Mitchell & Mitchell, 2001; Jepsen & Rivkin, 2002).
- Findings also indicate that those students who are at-risk, poor, under-represented minority, or initially low-achieving students benefit most from sustained participation in small classes at the start of their schooling experience (Mitchell & Mitchell, 2001).

Results

Outcomes for schools participating in K-3 Class size reduction program

	2003-2004	2004-2005	2005-2006	2006-2007
Total number participating	767	772	813	811
Fully accredited	80%	93%	95%	97%
Accredited with warning	20%	7%	4%	2%
Conditional accreditation	NA	< 1 %	< 1 %	1%
Accreditation Withheld	NA	< 1 %	< 1 %	none
Accreditation denied	NA	none	< 1 %	< 1%
To be Determined	NA	none	none	< 1%
Pass Rates on Grade 3 Mathematics and Reading Assessments				
READING				
Participating schools	73%	78%	83%	82%
State	71%	77%	84%	80%
MATHEMATICS				
Participating schools	79%	81%	79%	82%
State	87%	88%	90%	89%

At-risk Add-on (1993)

Program description and goals

- Provides incentive funds to school divisions to address the needs of students who are educationally at risk.
- Initiated as a result of recommendations from the Commission on Educational Opportunities for All Virginians (1991), which noted that the cost of educating at-risk students exceeded SOQ funding levels.
- Funding is based on free lunch eligibility.

Policy and contextual factors

- Although the funding is based on free lunch eligibility, at risk students include economically disadvantaged students, English language learners, and students with disabilities.
- Evidence shows that these students require additional services to achieve the same academic standards as students who are not considered at risk.
- At-risk add-on funds support school divisions' ability to provide these services, based on the specific needs of their population.
- In response to a Department of Education survey in 2007, the five most frequently reported uses of funds were:
  - SOL Remediation
  - Dropout Prevention
  - Programs for Disadvantaged students
  - English as a Second Language instruction
  - Computer Programs for Remediation.

Results

Pass rates on statewide assessments by NCLB subgroup, 2002-2003 to 2006-2007

Content area	Student subgroup	School year				
		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
MATH	All students	78%	83%	84%	76%	80%
	Black students	64%	70%	73%	62%	68%
	Hispanic Students	72%	76%	77%	66%	70%
	LEP students	70%	76%	77%	65%	70%
	Students Identified as Disadvantaged	65%	72%	74%	62%	67%
	Students with Disabilities	51%	57%	61%	53%	58%
READING	All students	79%	79%	81%	84%	85%
	Black students	65%	66%	70%	73%	76%
	Hispanic Students	67%	69%	73%	76%	72%
	LEP students	58%	65%	70%	72%	67%
	Students Identified as Disadvantaged	62%	64%	69%	73%	73%
	Students with Disabilities	52%	51%	56%	64%	62%
SCIENCE	All students	81%	84%	84%	85%	88%
	Black students	65%	70%	72%	73%	77%
	Hispanic Students	70%	72%	73%	74%	78%
	LEP students	60%	66%	69%	69%	73%
	Students Identified as Disadvantaged	66%	71%	73%	74%	77%
	Students with Disabilities	60%	64%	64%	65%	67%
HISTORY AND SOCIAL SCIENCE	All students	81%	81%	83%	84%	86%
	Black students	67%	69%	72%	74%	77%
	Hispanic Students	73%	72%	75%	75%	77%
	LEP students	67%	69%	73%	72%	74%
	Students Identified as Disadvantaged	67%	67%	70%	72%	74%
	Students with Disabilities	58%	58%	62%	64%	66%

SOQ English as a Second Language (1991)

Program description and goals

- Funding for ESL services has been provided either as a categorical program outside the SOQ, or as part of SOQ instructional staffing requirements since 1991.
- The staffing standard began as 9 instructional staff per 1,000 students, and has increased over time.
- In 2004, the SOQ was amended to increase the ESL staffing standard to 17 instructional positions per 1,000 ESL students. The General Assembly provided state funding based on this new standard beginning in FY05.

Policy and contextual factors

- The number of ESL students in Virginia has grown from 22,716 to nearly 80,000 in 2006. Nearly 100 percent of these students received services to support English language acquisition and achievement in other content areas.
- Students requiring ESL services are enrolled in 125 of 132 school divisions throughout the Commonwealth.
- English language proficiency assessments were first administered in 2003-2004.
- Students in Virginia speak more than 137 languages.

Results

Percent of English language learners making progress towards achieving English proficiency

	2003-2004*	2004-2005	2005-2006
Percent of LEP students making progress towards English language proficiency	46 %	74 %	86 %
Percent of students achieving English language proficiency	20 %	31 %	38 %

*First year the English language proficiency assessment was administered.

Percent of English language learners passing SOL assessments[3]

Percent passing SOL assessments	2003-2004	2004-2005	2005-2006
English	63 %	64 %	68 %
Mathematics	73 %	70 %	61 %
Science	62 %	59 %	58 %
History	67 %	67 %	66 %

LEP student graduates, completers, grade 12 students who re-enrolled in school, and dropouts

	2003-2004	2004-2005	2005-2006
Number (and percent*) of LEP students in grade 12 who earned a diploma or certificate of completion.	1339 (78 %)	1640 (76 %)	1617 (74 %)
Number (and percent) of grade 12 LEP students who re-enrolled for another year	148 (9 %)	141 (7 %)	167 (8 %)
Number (and percent) of LEP student dropouts, grades 7-12	775 (4 %)**	924 (4 %)	1195 (5 %)

*The denominator used to calculate percents is the total number of LEP students in grade 12 each year.
**Dropout data estimated using local student identifiers.

Total number of English language learners in Virginia public schools

School year	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
# of LEP students	22,716	23,128	24,536	26,525	31,787	36,799	43,535	49,840	60,990	66,966	72,380	78,216

[3] These numbers differ from results Virginia calculates for AYP and publishes on its school report card. These results include only students who were eligible to receive ESL services in each school year. In accordance with Federal guidance, AYP pass rates and dropout rates include students who have exited ESL services within two years.

SOQ Prevention, Intervention, and Remediation (1981)

Description and goals

- Eligibility for state-funded remedial programs for at-risk students is based upon performance on statewide required assessments and eligibility for free lunch.
- Funds are used for early identification and support of all students in all content areas based on their poor performance on statewide assessments.

Policy and contextual factors

- Funding began in 1981. The Standards of Quality (§22.1-253.13:1 C) were amended to require any student who fails all of the SOL assessments in grades 3 through 9 to attend programs of prevention, intervention, or remediation. Programs can include summer school or another form of remediation. Students who fail at least one grade level or end of course SOL may be required to attend a remedial program.
- The BOE adopted a new funding standard for SOQ remediation in 2003 to reflect the new SOQ requirement for remediation and to recognize free lunch eligibility as an at-risk indicator.
- The General Assembly provided funding based on the new standard beginning in FY05.
- School divisions have flexibility to use the funds in ways that meet the needs of their unique student populations.
- Student subgroups have shown improvement on statewide tests since 2002-2003.
- Increases have been greatest for African-American students, economically disadvantaged and students with disabilities, thus helping to close the achievement gap.

Results

Pass rates on statewide assessments by NCLB subgroup, 2002-2003 to 2006-2007

Content area	Student subgroup	School year				
		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
MATH	All students	78%	83%	84%	76%	80%
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	Hispanic Students	67%	69%	73%	76%	72%
	LEP students	58%	65%	70%	72%	67%
	Students Identified as Disadvantaged	62%	64%	69%	73%	73%
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	Black students	65%	70%	72%	73%	77%
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	Students Identified as Disadvantaged	66%	71%	73%	74%	77%
	Students with Disabilities	60%	64%	64%	65%	67%
HISTORY AND SOCIAL SCIENCE	All students	81%	81%	83%	84%	86%
	Black students	67%	69%	72%	74%	77%
	Hispanic Students	73%	72%	75%	75%	77%
	LEP students	67%	69%	73%	72%	74%
	Students Identified as Disadvantaged	67%	67%	70%	72%	74%
	Students with Disabilities	58%	58%	62%	64%	66%

Early Intervention Reading Initiative (1998)

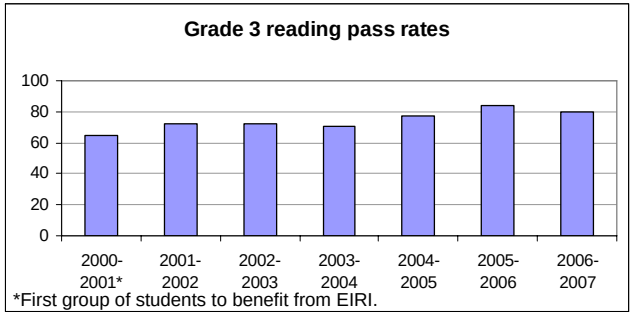
Program description and goals

- EIRI is designed to reduce significantly the number of children with reading problems through early diagnosis and immediate intervention.
- Intervention services to students identified for intervention are provided in addition to the students' regular reading instruction. For most students, the recommendation for intervention services is two and one-half hours of additional instruction per week.
- Participating divisions design their own intervention models to provide reading instruction consistent with their current reading program, reading research, and staff availability.

Policy and contextual factors

- Explicit, intensive instruction is an essential feature of effective interventions for struggling readers, including students with learning disabilities (National Institute of Child Health and Human Development, 2000).
- Early intervention in grades one and two is more effective than later intervention because intervention at grade three and beyond requires greater intensity and more hours to be successful, and reading fluency rates are difficult to normalize (Torgesen et al., 2001; Torgesen, 2002).
- The General Assembly has supported the development and use of the PALS screening tool to support the EIRI initiative. The tool is a measure of fundamental literacy skills.
- PALS K and PALS 1-3 provide direct means of matching literacy instruction to specific literacy needs and provides a means of identifying those children who are relatively behind in their acquisition of these fundamental literacy skills.
- The majority of Virginia students (96%) who pass the grade 3 reading assessment also pass the grade 5 reading test.

Results



Progress of Kindergarten Students Who Received Intervention Services

School Year	Students Identified for Intervention in Fall of Kindergarten*	Spring Kindergarten PALS Status for Fall-identified Students	
		Met Spring Kindergarten Benchmark	Did Not Meet Spring Kindergarten Benchmark
2003-2004	16,735	8,415 (50%)	8,320 (50%)
2004-2005	15,269	7,415 (49%)	7,854 (51%)
2005-2006	14,117	7,279 (52%)	6,838 (48%)

*Table includes only those students with both fall and spring scores in the PALS database.

Progress of First Grade Students Receiving Intervention Services

Time period	Students Identified for Intervention in Spring of Kindergarten*	Spring First Grade PALS Status for Students Identified in Spring Kindergarten	
		Met Spring First Grade Benchmark	Did Not Meet Spring First Grade Benchmark
2003 - 2004	7,341	3,616 (49%)	3,725 (51%)
2004 - 2005	7,043	3,089 (44%)	3,954 (56%)
2005 - 2006	7,226	3,365 (47%)	3,861 (53%)

*Table includes only those students with both spring Kindergarten and spring First Grade scores in the PALS database. Percents are rounded.

SOL Algebra Readiness (2002)

Program description and goals

- The Algebra Readiness Initiative provides funding for mathematics intervention services to students in grades 6, 7, 8, and 9 who are at risk of failing the Algebra I end-of-course test.
- Funds supported the development and maintenance of a diagnostic test to support teachers' ability to individualize instruction.
- Funds also serve as incentives to school divisions to provide mathematics intervention services to students who demonstrate mathematics deficiencies.
- Eligible students include those who were not successful in a previous intervention/remediation program and students who performed below average on the statewide mathematics test in the prior year.

Policy and contextual factors

- The 1997 SOA required all students to pass Algebra I or a higher level mathematics course to earn a Standard Diploma.
- The 9th grade class of 2003-2004 were the first students required to pass a mathematics end-of-course test (Algebra I or higher) to graduate from high school.
- The Algebra Readiness Initiative was developed and funded to help prepare students for success in Algebra I.
- There was a 78% percent increase in the number of students receiving intervention services through ARI from 2002-2003 through 2005-2006.

Results

Algebra I SOL End-of-Course Pass Rates: 2002-2007

Subgroup	1998	1999	2000	2001	2002‡	2003	2004	2005	2006	2007	Change 2002-2007
All Students	40	56	65	74	75	79	82	86	88	92	**+17**
Black Students	*	*	*	*	61	66	72	78	81	87	**+26**
Hispanic Students	*	*	*	*	70	72	73	81	83	88	**+18**
White Students	*	*	*	*	81	83	86	90	90	94	**+13**
LEP Students	*	*	*	*	75	74	74	83	84	88	**+13**
Disadvantaged Students	*	*	*	*	64	69	74	79	81	86	**+22**
Students with Disabilities	*	*	*	*	45	49	53	63	67	75	**+30**
Female Students	*	*	*	*	77	81	84	88	89	93	**+16**
Male Students	*	*	*	*	74	77	80	84	86	90	**+16**

*Disaggregated data were not available until 2002.
‡First year of funding for ARI

Remedial Summer School (1989)

Program description and goals

- The Standards of Quality (§22.1-253.13:1 C) requires local school boards to provide programs of prevention, intervention, or remediation for students who are educationally at-risk.
- The SOQ requires that any student who fails all of the Standards of Learning assessments in grades three through eight is required to attend a summer school or other remediation program. Other students may also be required to attend remedial summer school.

Policy and contextual factors

- Funds are available to school divisions to operate programs designed to remediate students who are required to attend remedial summer or intercession programs.
- Summer remedial programs support students' success in recovery programs.
- School year 2005-2006 was the first year that students participating in summer school had grade-level testing available in all grades 3-8 in English and mathematics. Students SOL recovery goals in these areas were to pass statewide assessments in the following year.

Results

Percent of students meeting annual goals for summer remedial programs.

Year of attendance in summer school*				
	2003	**2004**	**2005**	**2006**
English K-8	56%	57%	64%	65%
English Secondary	46%	32%	60%	66%
Math K-8	60%	58%	63%	61%
Math Secondary	55%	48%	82%	71%

*Student results are from end of the year statewide or local benchmark testing in the next school year

Remedial summer school participation and results from statewide tests

	Summer 2003	**Summer 2004**	**Summer 2005**	**Summer 2006**
Total number attended	96,233	106,411	99,797	100,457
Number of students attending summer remedial program who failed a state sponsored test*	29,030	31,058	20,372	34,156
Percent of students served who failed a state sponsored test*	30%	29%	20%	34%

*Students served in this program may be in grades for which there was no state test available.

Student retention

	Year of summer school participation			
	2003	**2004**	**2005**	**2006**
Percent of students retained statewide	6%	5%	4%	NA*
Percent of students who attended a summer remedial program and repeated the same grade in the next school year	9%	9%	8%	15%

*Statewide data were not available at the time of this writing.

Project Graduation (2005)

Program description and goals

- Project graduation was established to be proactive in assisting students to earn the verified credits required to graduate.
- The program has been expanded since the pilot 2003-2004 school year to align with changes in high school graduation requirements.
- Project Graduation academies must focus on student instruction that is based on data derived from diagnostic instruments and previous assessment results for each student.
- The DOE uses data from previous academies to identify effective strategies and practices, and update the program.

Policy and contextual factors

- In 2004, for the first time, students were required to pass SOL assessments to graduate. To meet the additional requirements, Project Graduation academies focused on subject areas required for graduation: Reading, writing, and Algebra I.
- In 2007, students were required to pass statewide assessments in prescribed subject areas, including Algebra I.
- In 2007, Project Graduation funds were used to support students who were required to earn verified credits in additional content areas to graduate. Project Graduation served students who passed an approved course but needed to earn verified credits in mathematics, science, and history and social science. As well, the program served students who needed to pass the literacy and numeracy assessments to earn a modified standard diploma.

Results

Project Graduation	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006*	2006-2007
Students who participated in at least one Project Graduation activity	0	2,893	3,392	6,297	8,210
Students who graduated as a result of participation in Project Graduation	0	2,178	2,639	2,736	3,225
Students who earned a diploma in Virginia, despite increased rigor in graduation requirements	72,378 (95.4% of Senior Class)	72,001 (94.2% of Senior Class)	73,735 (94.6% of Senior Class)	74,878 (94.9% of Senior Class)	78,461 (94.6% of Senior Class)

* Participation across grade levels increased dramatically in 2005-2006 with the introduction of online tutorials.

- Students in the graduating class of 2007 participated in 19,750 Project Graduation-related activity slots and received 12,986 Verified Credits across the tested Standards of Learning (SOL) assessments.

Regional Alternative Education Program (1994)

Program description and goals

- State funds for regional alternative education programs provide an educational option for expelled students, students receiving long-term suspensions, students returning to the community from the Department of Juvenile Justice, and students whose needs are not addressed by other local programs.
- Fiscal year funding for startups was provided from 1994-1997. Continuation costs have been appropriated since 1998.

Policy and contextual factors

- Defining and measuring performance for the alternative education population is necessarily different than for the traditional school systems. The students enrolled have histories of behavioral dysfunction, academic failure, and low self-esteem. They are often assigned to an alternative school as a last resort. As well, there is less year-to-year continuity for students who attend alternative education programs than at a traditional school, in part because students enter and leave the program throughout the year.
- Outcome measures used with traditional schools must be interpreted in the context of the alternative education programs, and additional outcomes must be considered.
- The number of students served through this program has grown from 217 in 1993-1994, to 4,155 in 2005-2006.

Results

Percent of students who did not remain in school the year after participating in a Regional Alternative Education program*

	2004-2005	2005-2006	2006-2007
Dropped out	7.0 %	14. 1 %	4.9 %
Expelled or dismissed from alternative education program and did not return to another school.	6.7 %		7.6 %

*Based on information reported from program directors.

Percentage of students whose academic performance was reported as somewhat or substantially improved*

	2004-2005	2005-2006	2006-2007
Middle grades-mathematics	76.9 %	70.4 %	65.3 %
Middle grades-English	80.7 %	77.8 %	76.9 %
High school-mathematics	75.0 %	85.7 %	85.7 %
High school-English	89.3 %	85.7 %	96.4 %

*Based on administrators perceptions of changes in their students' academic performance.

Mentor Teacher in Hard-to-Staff Schools (2005)

Program description and goals

- The mentor teacher program in hard-to-staff schools is focused on providing high-quality teacher mentoring as a means to develop and retain high quality teachers, particularly in hard-to-staff schools.

Policy and contextual factors

- In 1999, the Virginia General Assembly enacted the Education Accountability and Quality Enhancement Act requiring a mentor for every beginning teacher.
- Guidelines for mentor teacher programs for beginning and experienced teachers were adopted by the Board of Education in 2000.
- In 2003, following a federally funded pilot program to enhance teacher quality, the General Assembly appropriated funds to support mentoring in hard-to-staff schools in Virginia.
- To be eligible for funds, schools must meet at least four of eight criteria.
- The federal No Child Left Behind Act requires Virginia to develop a comprehensive statewide system of support to meet the Act's requirements.
- The teacher quality initiatives, including the mentor teacher program in hard-to-staff schools, are a primary component of Virginia's statewide system of support.

Results

Program participation

	2004-2005	2005-2006	2006-2007	2007-2008
Eligible schools	216	204	175	154
Participating schools	177	201	168	Data not available
Eligible school divisions	66	59	65	62
Participating school divisions	59	56	60	Data not available
Beginning teachers with zero years experience in participating schools	1,031	1,031	899	Data not available

Status of mentored teachers in hard-to-staff schools after one-year in the program*

	Same school	Different school in same division	Different school in another VA school division	Teaching out of state	Not teaching	Status Unknown
2006-2007	74.8%	3.4%	5.2 %	2.5%	3.3%	10.7%

*Based on data reported by all participating school divisions in the 2006-2007 school year.

Middle School Math Teacher Corps (2005)

Program description and goals

- Provides structure and incentives for school divisions to hire experienced mathematics teachers for middle-schools that have been designated "at risk in mathematics" as a result of being accredited with warning in mathematics or not meeting targets set to make adequate yearly progress (AYP).

Policy and contextual factors

2004-2005

- Planning and implementation year, including notification of eligible schools.

2005-2006

- Sixty-seven (67) schools in 40 divisions were eligible to participate.
- Twenty-three (23) Teacher Corps members served in 19 schools representing 12 school divisions.
- Program served Teacher Corps members and provided training for mathematics supervisors and principals.

2006-2007

- Fifty-seven (57) schools in 36 school divisions were eligible.
- Twenty-three (23) Teacher Corps members served in 19 schools representing 12 school divisions.

2007-2008

- Two-hundred four schools in 90 school divisions are eligible to apply for funds.
- Approximately 33 Teacher Corps members are projected for 2007-2008.

Results

Change in pass rates for participating schools and change in state pass rate

	Grade 6		Grade 7		Grade 8	
	Average change in participating schools	**State**	**Average change in participating schools**	**State**	**Average change in participating schools**	**State**
2005-2006	NA	NA	NA	NA	-1.7%	-5.0%
2006-2007	9.3%	9.0%	14.6%	11.0%	3.1%	1.0%

- In 2006-2007, pass rates on:
  - The grade 6 test increased in 13 of 16 (81%) participating schools in which at least 10 students participated in testing.
  - The grade 7 test increased in *all* (100%) participating schools in which at least 10 students participated in testing.
  - The grade 8 test increased or did not change for 12 of 19 (63%) participating schools in which at least 10 students participated in testing.

- As of the 2006-2007 school year, most participating schools had one teacher in the program. Four schools had two participating teachers.

Teacher Incentives in Hard-to-Staff Schools (2005)

Program description and goals

- Program is designed to improve student achievement in "hard-to-staff" schools by attracting and retaining licensed, highly qualified, and experienced teachers.

Policy and contextual factors

- Petersburg is the only school division participating in 2007-2008.
- Schools eligible for the incentives must meet at least four of eight criteria that represent school conditions that frequently contribute to difficulty hiring and retaining an experienced teaching staff.
- A pilot program began in the fall of 2004 in Caroline County and Franklin City, two divisions that traditionally have had difficulty hiring and retaining highly qualified teachers. The program was expanded in 2005-2006 to include 3 additional school divisions: Brunswick County, Greensville County, and Petersburg City. State funding was not provided to continue the program in Brunswick and Greensville counties.

Results

Staff in Participating Hard-to-Staff Schools by Division

	2003 – 2004	2004 – 2005	2005 – 2006	2006 - 2007
Total number of teachers in participating schools				
Caroline County	124*	150	149	165
Franklin City	66*	67	68	NP
Petersburg City		360*	357	356
Total number of teachers who left teaching positions each year				
Caroline County	40*	19	39	18
Franklin City	5*	17	16	NP
Petersburg City		146*	84	51
Percent of teachers who left teaching positions each year				
Caroline County	32%*	13%	26%	11%
Franklin City	8%*	25%	24%	NP
Petersburg City		41%*	24%	Not available

*Baseline year. School divisions were not participating in the program these years.
NP= Not participating

Percent of Highly Qualified Teachers in Participating Hard-to-Staff Schools

	2003 – 2004	2004 – 2005	2005 – 2006	2006 - 2007
Caroline County	NA**	90%	97%	96%
Franklin City	NA**	97%	90%	NP
Petersburg City		79%*	84%	90%

*Baseline year. School divisions were not participating in the program these years.
NP= Not participating.
**Not available. Virginia did not calculate percentages of highly qualified teachers in 2003-2004.

Turnaround Specialist (2005)

Program description and goals

- The program trains cadres of successful, experienced principals to turn around consistently low-performing schools. The program provides funding to support turnaround activities in the school and offers financial incentives to specialists that meet performance targets.

Policy and contextual factors

- In 2004, VDOE contracted with the Darden/Curry Partnership for Leaders in Education at the University of Virginia to deliver an executive education and leadership program.
- The training program draws on principles of both business and education management.
- Schools that were eligible in 2004-2005 were accredited with warning and/or in year two of School Improvement in their failure to meet federal education accountability measures.
- All of the schools participating in Cohort I were fully accredited after the second year. In addition, all of the remaining Turnaround Specialists in Cohort I are fully credentialed.
- In general, the pass rates in reading and mathematics have increased in the schools. A notable exception is in mathematics for Cohort II. This may be attributed to the introduction of new middle school mathematics tests that are more rigorous resulting in poorer performance in middle school mathematics statewide.
- There is an increased number of middle and high schools in the second cohort. Research indicates that middle and high schools take longer to turn around.

Results

Results from participating schools

Turnaround Specialist Program				
Cohort I*	**2004-2005****	**2005-2006**	**2006-2007**	**2007-2008**
Schools participating in the program	10	9	6	NA
School divisions participating in the program	7	7	5	NA
Schools that were Fully Accredited	3	4	5	5
Schools that made AYP	1	7	6	4
Average pass rate in reading	58%	65%	82%	80%
Average pass rate in mathematics	67%	75%	78%	76%
Cohort II		**2005-2006****	**2006-2007**	**2007-2008**
Schools participating in the program		9	4	4
School divisions participating in the program		8	3	3
Schools that were Fully Accredited		2	1	3
Schools that made AYP		4	1	3
Average pass rate in reading		68%	71%	80%
Average pass rate in mathematics		73%	59%	76%
Cohort III			**2006-2007****	**2007-2008**
Schools participating in the program			5	3
School divisions participating in the program			3	1
Schools that were Fully Accredited			1	1
Schools that made AYP			1	2
Average pass rate in reading			65%	72%
Average pass rate in mathematics			43%	60%

*Schools in Cohort I completed the three-year program.
**First year schools participated in the program. Ratings are based on tests from the prior school year.

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